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ABSTRACT

Operation RISE (Recreation-Instruction-Service-Enrichment) was an ESEA Title I Program comprised of services to 660 (from grades 11-12) educationally disadvantaged elementary and secondary school students of Medford, Massachusetts during a six-week period in the summer of 1969. In this period each student was given remedial instruction in the areas of his previously assessed needs. Specifically, field trips to local places of educational renown and to industrial sites and other places of special interest were fostered. The specific objectives of the project included the following: provision of culturally enriching experiences that the disadvantaged could not afford; provision of remedial instruction at no cost to the student; provision of meaningful summer experiences toward personal growth of the student; encouragement of active family participation in the child's school experience; establishment of positive health attitudes; encouragement of children with special interests and talents to pursue their inclinations; provision of teachers with inservice experience in dealing with this type of student; encouragement of positive mental attitudes toward school; and, establishment of vocational on-the-job training for high school students. [Not available in hard copy due to marginal legibility of original document.] (RJ)

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EVALUATION REPORT
FOR
"OPERATION RISE"
(Recreation - Instruction - Service - Enrichment)
In The
CITY OF MEDFORD, MASSACHUSETTS

Under the Provisions of
The Elementary and Secondary Education Act of 1965
Public Law 89-10, Title I

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Superintendent of Schools
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Program Director

UD010491

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Medford Public Schools
Medford, Massachusetts
August, 1969

ED041991

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I. INTRODUCTION

A. Program Description

Operation RISE included both elementary and secondary school enrollees. The offerings were very similar to those shown on last year's Title I submission, and offered services to 660, Educationally Deprived children from the city.

The program consisted of a five day offering, employing the services of special instructional staff and facilities to take advantage of not only local, but also, more distant enrichment opportunities. It concentrated on Recreation, Instruction, Service, and Enrichment and again, be reffered to as Operation RISE.

During the six week period each youngster was given remedial instruction in the area(s) of his previously assessed need(s). The instructional ratio was no greater than 1 - 8, and in many instances it was considerably smaller, or actually tutorial in nature.

The teachers were encouraged to meet with the youngsters and provide flexible offerings tailored to meet their particular requirements and desires. Again, the key note was flexibility of programming with a maximum amount of student involvement and participation. It was understood, however, that each teacher was responsible for the equivalent of a five-day week with a four hour minimal work day. In addition to the normal instructional patterns that were encouraged, the opportunities for avocational and recreational activities were afforded.

A. Program Description - (continued)

Specifically, field trips to local places of educational renown and to industrial sites and other places of special interest were fostered. The program had six buses per day, provided for organized field visits.

B. Participation of Children - Public and Parochial

The selection of the pupil-participant for the program began on May 1, by the Project Coordinator, working directly from A. F. D. C. lists, together with consultations with principals, teachers, guidance personnel, social workers, and parents. Available school records were examined. Essentially 220 secondary school pupils, and 440 elementary school pupils were chosen from grades 1 through 12 of the Medford public and parochial schools. These pupils were selected on the ratio of approximately four public school youngsters to every one from parochial school. Priority was given to those pupils whose financial and educational deprivation appeared to be the most severe. Once selected, the children participated equally, without either discrimination, in each and every offering available to them during the six week period of operations.

C. Amount of Time Each Child Participated

Operation RISE ran from June 30, 1969 to August 11, 1969. All pupil-participation were screened and selected prior to June 24th, so that each received the full advantage of the entire six-week program. Minimally each pupil engaged in the planned project activities comprising, Recreation, Instruction, Service, and Enrichment for a total of 4 hours each day, Monday through Friday during the six-week project period. Each youngster received small-group tutorial instruction in his previously assessed areas of need. Similarly, he engaged in recreational activities in the school gymnasium, the auditorium, on the school grounds or at one of the sites visited. All such activities were student oriented but conducted under the proper supervision and direction of the teaching staff and the teacher aides in order to make the experiences meaningful.

Attention was given to the physical, as well as the remedial and enrichment needs of the child. A school nurse was available to treat daily problems as well as to assist the medical staff to screen each pupil for neglected medical, dental, and emotional problems. She saw to it that adequate attention was given to any detected needs by making the necessary medical and/or dental referral and follow-up in each case. Proper nutrition was stressed through a program providing each child with a daily lunch and planned periodic discussions concerning the value of good eating habits.

In addition to the on-site portion of the program, Operation RISE provided each youngster with a minimum of one field trip experience each week during the six-week period.

C. Amount of Time Each Child Will Participate (continued)

The trips will be planned to provide the necessary enrichment and motivational stimulus for the culturally deprived participants. Particular attention will be given to providing the youngsters with a broad exposure to their rich cultural heritage, the precepts of democracy in action, the vast educational, industrial, and business opportunities of their community and the greater Boston area, and the numerous recreational facilities which they might enjoy. Informal instructional programs will be planned around each field trip to make the experience both meaningful and enjoyable.

D. Objectives

Each of the four phases had unique objectives and educational activities that warrant mention. However, all four are designed specifically to achieve the following defensible educational objectives:

1. Provide culturally enriching experiences that the deprived students could not otherwise afford.
2. Make available remedial instruction at no cost to the participant.
3. Provide meaningful summer experiences which contribute to each child's personal growth.
4. Encourage the family to take an active role in the child's school experience.
5. Establish health attitudes on the part of the deprived toward their own persons.
6. Have the deprived appreciate that the schools and teachers are genuinely concerned about their welfare.
7. Encourage children with special interests and talents to pursue their inclinations.
8. Identify students with specific educational, personal and physical health needs.
9. Provide teachers with in-service experiences in dealing with this type of youngster.
10. Provide ego-support through counseling services for those youngsters who have a false sense of personal worth.
11. Encourage positive mental attitudes toward the school that will be evidenced by increased numbers of these youngsters returning to school in September.
12. Provide enrichment programs to spark motivation and challenge learning interests.
13. Establish vocational on-the-job training for high school students.
14. Develop voluntary professional guest speakers towards student special interests.

II. IN-SERVICE PROGRAM

A. Objectives

1. To enlighten the staff on project planning.
2. To introduce the philosophy of the program.
3. To acquaint the staff with the areas of measurement.
4. To explain the procedures of the program.
5. To gain insight and depth about specific project goals.

B. Staff Meetings

Staff meetings were scheduled with emphasis placed on orientation of instructional staff members in reference to philosophy and procedures to be followed. Staff meetings and workshops were scheduled before and after the project activities of each day. Ideas derived from the daily meetings helped the program meet its educational, cultural, social and physical goals.

III. MEDICAL PROGRAM

A. Personnel

The medical program of Operation RISE consisted of three full-time registered nurses. Two nurses were assigned to the elementary program, one at each center, and the other nurse to the secondary level.

B. Nurses' Duties and Functions

1. Conference with teacher, coordinator, social workers, and guidance counselors.

   a. For detection and evaluation of the students' physical, emotional and social problems.

   b. To assist teachers in establishing health and safety factors in their curriculum.

   c. To facilitate the adjustment of the child with a handicap by helping him adjust initially in a smaller group.

   d. To inform teachers of the availability of health and medical resources.

   e. To refer students for guidance.

2. Conference with Students Concerning their Health

   a. To establish health problems of students.

   b. To help establish rapport between student and medical personnel.

   c. To give health, guidance and education on an individual relationship being concerned with cultural patterns of the family.

   d. To determine the health habits of the students.

   e. To help the student recognize his own health problems and to help him assume responsibility for his own health and well being.

   f. To obtain child's evaluation of himself and to assist him to improve in areas in which he is insecure.

   g. To inform students of community resources.

2. Conference with Students Concerning their Health (con't)
    - h. To establish areas to be stressed by teaching personnel in health education.
    - i. To develop an understanding of health needs in the home and community.

3. Parental conference (telephone calls, home visits, parents' visits to school.)
    - a. To interpret the health needs of the child.
    - b. To inform parents of injury of their child.
    - c. To inform them of the availability of health services and to assist them to accept these health services.
    - d. To better understand family and home needs.
    - e. To establish rapport among home, school, and medical community.

4. First Aid and Safety
    - a. To care for injured and ill students.
    - b. To notify parents of injury and provide transportation if necessary.
    - c. To order supplies for school.
    - d. To provide well-equipped first aid kits for field trips.
    - e. To discover cause of accidents.
    - f. To evaluate accidents to prevent reoccurrences.
    - g. To observe students on field trips and administer first aid.
    - h. To emphasize safety education in the classroom and on field trips.
    - i. To confer with custodian concerning safety.

IV. RECREATION and A.A.U. PHYSICAL FITNESS PROGRAM

A. Purpose

To provide additional experiences for the children of Medford, and to enhance the usefulness of the individual through richer participation in a democratic society.

B. Objectives

1. To create opportunities for character and leadership development, which is imperative to the perpetuation of our democratic society.
2. To cooperate in order to obtain common needs.
3. To develop leadership under which the community can act.
4. To obtain participation as a means of socialization.
5. To satisfy unmet needs.
6. To create an atmosphere of camaraderie among participants.

C. Amateur Athletic Union Physical Fitness and Proficiency Test

1. Purpose

The test will provide the incentive and the challenge for students to achieve their maximum physical potential.

2. Grade Level Participation

Elementary Grades (4-6) Boys and Girls

3. Administration

The test was administered to the children of the elementary grades during the first week of the program. During the ensuing weeks the weaknesses of each individual, as determined by the test, were given special attention in order that each child would reach his maximum potential. In the sixth week of the program, the children were retested in order to determine the progress of each child. An analysis of the test results of each

3. **Administration** (continued)

project area is described in the progress charts of the Columbus and Osgood Schools. The data on these charts was derived from a breakdown by grade level and events tested. An example of the breakdown can be found in the Appendix. (See pages immediately following this chapter for progress charts.)

4. **Recognition of Achievement**

A Certificate of Achievement was awarded to the boys and girls who met the requirements set up by the A.A.U. (See Appendix for copy of the proficiency test standards.)

D. Recreational Activities

1. Elementary Group Activities

a.	Wiffle Ball Games	Grade Levels (1-4)
b.	Utility Balls	Grade Levels (1-6)
c.	Group Games	Grade Levels (1-6)
d.	Bean Bag Games	Grade Levels (1-4)
e.	Touch Football	Grade Levels (1-6)
f.	Soccer	Grade Levels (4-6)
g.	Badminton	Grade Levels (5-6)
h.	Square Dancing	Grade Levels (5-6)
i.	Skip Rope	Grade Levels (3-6)
j.	Volleyball	Grade Levels (5-6)
k.	Horse Shoes (rubber)	Grade Levels (4-6)
l.	Softball Games	Grade Levels (5-6)
m.	Low Organized Games	Grade Levels (1-3)

2. Basic Skills Developed at Elementary Level

a. **First Grade Level**

(1) Catch a large ball bounced by another child.
(2) Bounce and catch a large ball with two hands.
(3) Jumping over a rope held a few inches above the ground.
(4) Sway the rope in order to add the element of movement.

a. First Grade Level (continued)

- (5) Hop on one foot 10 times. Change to other foot and repeat.
- (6) Catch a large ball thrown from a distance of 16 feet.
- (7) Bounce a large ball to another child 16 feet away to develop the skill of catching.

b. Second Grade Level

- (1) Bounce ball 11 times using alternate hands.
- (2) Throw a large utility ball a distance of 20 feet accurately enough for another child to catch it.
- (3) Jump-rope games.
- (4) Play running games.
- (5) Bounce ball a distance of 20 feet to another child.

c. Third Grade Level

- (1) Dribble a utility ball a distance of 35 feet.
- (2) Bat a utility ball with fist or hand 35 feet.
- (3) Kick a soccer ball 20 feet.
- (4) Throw a playground ball a distance of 30 feet.
- (5) Kick a soccer ball that is in motion.

d. Fourth Grade Level

- (1) Dribble a basketball the length of a court and back.
- (2) Basketball shooting with one and two hands.
- (3) Kick soccer ball (35 ft. boys) (20 ft. girls).
- (4) Baseball - how to hold and swing.
- (5) Baseball - how to catch and throw baseball.

e. Fifth Grade Level

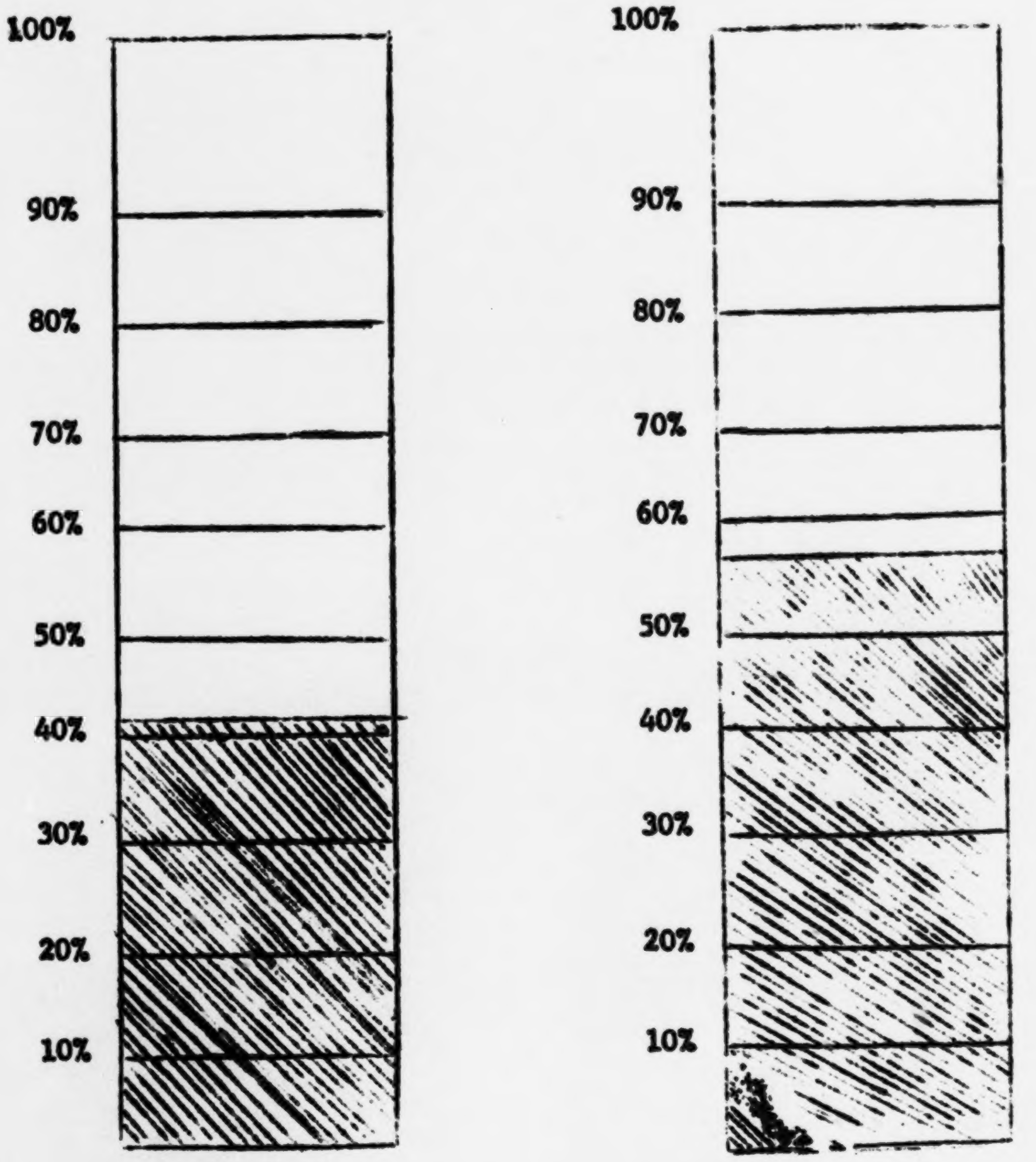
- (1) Basket shooting for accuracy.
- (2) Catch a playground ball thrown 45 feet.
- (3) Kick a soccer ball (45 ft. boys) (35 ft. girls).
- (4) Dancing Skills - square dancing - polka.
- (5) Dribble with good control (basketball).

f. Sixth Grade Level

- (1) Ability to catch a large utility ball thrown 35 feet.
- (2) Basketball shooting for greater accuracy.
- (3) Kick a moving soccer ball (60 ft. boys) 45 ft. girls.)
- (4) Ability to throw a utility ball (55 ft. boys) 35 ft. girls).
- (5) Dancing Skills

AMATEUR ATHLETIC UNION PHYSICAL FITNESS TEST

Elementary Level - Columbus School

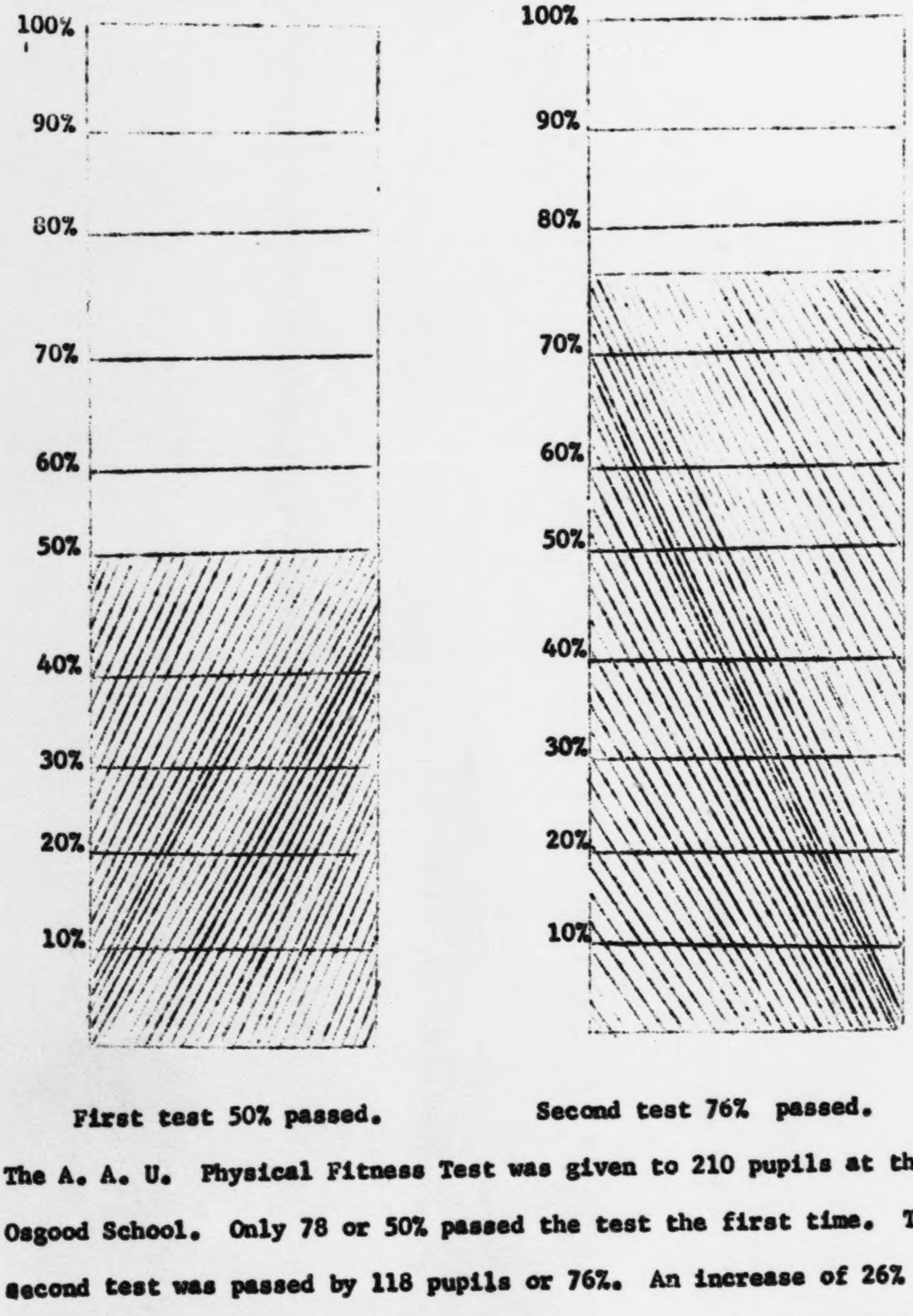


First test 41.9% passed.   Second test 56.2% passed.

The A. A. U. Physical Fitness Test was given to 210 pupils at the Columbus School. Only 88 or 41.9% passed the test the first time. The second test was passed by 118 pupils or 56.2% An increase of 14.3 in Physical Fitness was realized during the six weeks of the RISE program.

AMATEUR ATHLETIC UNION PHYSICAL FITNESS TEST

Elementary Level - Osgood School



First test 50% passed. Second test 76% passed.

The A. A. U. Physical Fitness Test was given to 210 pupils at the Osgood School. Only 78 or 50% passed the test the first time. The second test was passed by 118 pupils or 76%. An increase of 26% in Physical Fitness was realized during the six weeks of the RISE program.

V. EDUCATIONAL FIELD TRIPS AT THE ELEMENTARY LEVEL

A. Philosophy

1. General

To provide additional enrichment in educational experience for the children of Medford, and to enhance the usefulness of the individual through participation in the freedoms inherent in our democratic way.

2. Specific

a. To extend the educational horizons of the children involved in the program by bringing them to areas which they might otherwise never be able to visit and with the aid of competent professional teachers to teach them the value and importance of these places.

b. To enrich the cultural background of each child which in most cases has been shown to be lacking in the basic cultural heritage which is so necessary for each child if he is to be fully aware of the meaning of his society.

c. To provide new areas of recreation at exciting and unfamiliar places for the children participating in the program.

d. To replace vicarious activities with actual experiences.

B. Objectives of "Operation Rise" - Field Trips

1. To provide a broader opportunity for cultural, vocational, and educational experiences.
2. To provide first-hand experience in viewing the historical legacy which is a rightful inheritance of each child.
3. To introduce each child in a personal way to the wonderful world of art and the role it has played in our American heritage.
4. To acquaint the child with the world of business and industry.
5. To present to the child, the mechanics of executive, judicial, and legislative policies in conjunction with the national, state and local governments.
6. To develop broader skills, understanding, and appreciations of the various aspects of our culture.

C. Field Trips

1. Beaver Brook Reservation
    a. To provide the children with an opportunity to discover the enjoyment that can be had by spending a day with nature.
    b. To aid the children in relating successfully with their peers in games and activities.
2. Agassiz Museum and Harvard University
    a. To introduce the children to the exciting world of botany.
    b. To acquaint them with art work of earlier civilizations.
    c. To acquaint them with extinct and strange animals.
    d. To acquaint them with prehistoric man and his environment.

3. Science Museum, Hayden Planetarium

   a. To acquaint the children with the natural and man-made wonders of the world.

   b. To develop in the children an appreciation for the way in which science has served to improve the condition of man.

   c. To explain by illustration, demonstration and lecture some of the basic laws of science.

4. North Shore Music Theatre

   a. To give the children an opportunity to experience the spontaneity of a live performance.

   b. To develop an understanding of the important role that dramatic arts play in American life.

   c. To develop an awareness of drama as a means of self-expression.

5. Drumlin Farm

   a. To acquaint the children with a typical New England farm and to point out the historical and social role it played in the development of the New England area by the early settlers.

   b. To Provide the children with an opportunity to view and participate in farm duties and activities.

   c. To provide the children with a first-hand farm recreational experience by taking them on a hayride through the farm's hayfields and the nearby woods.

6. Bay-State Cruise

   a. To enjoy first-hand the pleasures of a day at sea.

   b. To acquaint the children with the extensive activities which occur daily in Boston Harbor.

   C. To allow the children to gain by observation a rudimentary knowledge of a modern ship

7. Benson's Animal Farm

   a. To acquaint the children with certain types of animal and marine life which they otherwise would not get to know on a first-hand basis.

   b. To provide the children with an opportunity to view the training and to note the feeding habits of these animals.

8. Massachusetts Port Authority

   a. To acquaint the children with the many varied and intricate facilities necessary to the operation of an international airport.

   b. To allow the children to experience the excitement associated with flying.

   c. To give the children a deeper understanding of the paramount role air transportation plays in their everyday life

9. New England Aquarium

   a. To expose the children to knowledge of the fascinating world of water in the fields of education, research and recreation.

   b. To enjoy the sight of aquatic animals from all over the world exhibited in lifelike environments.

   c. To allow the children to actually handle certain living aquatic creatures such as starfish, crabs and sea urchins.

10. Heritage Hall

    a. An accurate historical presentation of American Revolutionary History through the medium of a professionally narrated tour.

    b. To acquaint the children with such events as the Stamp Act, Boston Tea Party and other historical events through the signing of the Declaration of Independence

11. Nahant Beach

    a. To provide the children with an opportunity to enjoy a day at the beach.

VI. Project Areas

A. Elementary Level

1. Program Enrollment Procedures

The parents of those children who were accepted into the program were notified by mail to report to the designated schools or centers, namely, the Columbus and Osgood Schools, for registration.

Registration took place on Monday, June 30, 1969 between 9:00 A.M. and noon. To accommodate the large number of children to be enrolled, groupings of parents were scheduled to arrive at hourly intervals with registration forms. Teachers checked the necessary required information from the registration forms in the presence of the parent. They also explained or clarified any questions the parents had concerning the program. Each parent was then given the number of the room to which his child was to report on the next day and a bus and field trip schedule. In order to provide a closer school-home relationship, parents were encouraged to visit the school and participate in the field trips. Since the project area encompassed the entire city of Medford, the children selected for participation in the program were from the twentyone public schools and six parochial schools in the city. Therefore, special arrangements were made so that the children would be bussed to and from the project site each day. The children were picked up and returned to the school which they attended during the school year. A teacher aide accompanied each bus on its daily run in order to supervise and care for the children. This bussing arrangement worked to the satisfaction of all; the parents, the bus company officials, and the RISE staff.

2. Program

a. Recreation

The recreation program was organized as a two-part program which had as its goals the development of an awareness in the child of his own body as well as the development of a healthy attitude toward the role of athletic competition. The first part of the program was the participation of each child in games and drills specifically designed to develop the potential skill of the child at each grade level. (See the recreation section of this report for a detailed enumeration of these games and drills.) Of course, the social aspect of games and drills was also stressed. The children learned to cooperate with their peers in order to reach a common goal, and to develop the listening skills necessary for playing individual and team games correctly. The second part of the program was the administration of the Amateur Athletic Union Fitness and Proficiency Test to all the children enrolled.

Overall, the recreation program was a successful one precisely because each child's program was individualized so that success became a natural consequence of his endeavors.

In particular, where a certain physical weakness was noted as a result of the A.A. Test, the child received almost individualized attention so that in many cases the weaknesses were lessened or greatly reduced. For many it was the first time an instructor showed such individual awareness of their physical abilities and their particular needs. The low teacher-pupil ratio made this added attention and interest of the instructor possible, and this did much to develop in the child's mind a proper appreciation of the importance of physical fitness. Finally, one must also consider the satisfaction and improvement in self-image which flows naturally from participation in any successful situation. For the many who passed the A.A.U. Fitness and Proficiency Test a new dimension was added to their self-image.

Arts and Crafts

1. Purpose

The purpose of the arts and crafts program was basically to acquaint the children with art media which deviates markedly from usual classroom art instruction. Further, the program was designed to encouraged the full development of artistic talents and interest in those children who evidence a special ability in this area.

2. Objectives

(a) To expose the children to new media of art and to teach them the limitation of each media.

(b) To provide a learning situation based upon each individual's artistic ability in order that each child's endeavors will be successful and meaningful

2. Objectives (continued)

(c) To develop in the children the ability to make objective and constructive evaluations of each other's work.

(d) To provide experiences through which the children can imaginatively express themselves.

(e) To develop an appreciation of art as an essential aspect of man's nature.

(f) To develop a feeling of responsibility for the care of art supplies and the overall appearance of the art room.

(g) To reinforce the fundamental techniques of art and teach new techniques which provide a further media of art expression.

(h) To correlate art with other areas of the curriculum.

(i) To develop the relationship between contemporary art and daily living.

(j) To awaken the creative mind and encourage all forms of creativity.

(k) To develop manual skills.

(l) To introduce a working art vocabulary to the children.

(m) To present opportunities for working with simple art tools such as paint brushes, pens, scissors, and carving implements.

(n) To develop a sensitivity to color, and an understanding of the color wheel.

(o) To develop the ability to think through art problems and logically work them out.

(p) To help in the development of well-integrated personalities.

3. Methods

(a) Flo-film flowers-glass like flowers were created by dipping wire petal forms into colored plastic solutions.

(b) Mixed-up animals-strange animals were created by combining parts of several animals. Colored paper and paste were used.

(c) Initial painting-children divide their paper into sections using the lines of their initials. Each section is painted with contrasting or harmonizing colors.

3. Methods (continued)

(d) Wire sculpture-wire and tissue were used to form an interesting mobile sculpture.

(e) Chalk painting-wet chalk was used to paint a floral design on yellow construction paper.

b. Instruction

(1) Remedial Instruction

A study of the child's school record, achievement scores in reading and arithmetic, principals' teachers' and parents' comments helped the coordinator and staff teacher to decide on the type of instruction which each childwas to receive. Each grade level was then arranged into small groups of children according to whether their need was remedial help or enrichment. These classifications were considered both temporary and flexible until the teacher had sufficient time to determine each child's ability in relation to the other children in the class and to evaluate more accurately the child's academic strengths or weaknesses. Within a short time after the start of the program, the teacher has formulated an effective program to provide for the individual needs of her students.

The major goals in remedial instruction were for the children to gain understanding of concepts and to permit greater participation in group activity. To encourage and stimulate those children requiring this instruction, various teaching aids and activities were used. The SRA Reading Laboratories, Reader's Digest and the Torchlighter and Torchbearer Series (library books of high interest and low level) were the chief materials used. The Controlled Reader Projector, educational word games, phonic reviews were other devices used to enhance learning in this area.

A review of basic mathematics as needed was conducted by teachers at each level. Number cards, number games, individual work sheets, SRA Cross Number Puzzles and SRA Computational Skills Kits were aids used by teachers to reinforce basic concepts and processes. One textual source was the school system's basic text, *Elementary School Mathematics*, an Addison-Wesley publication.

Remedial help in written expression was given according to grade level as student compositions indicated need for instruction in basic writing skills, such as use of correct sentence structure, punctuation, capitalization and spelling.

Included within the area of classroom instruction was arrangement for four remedial reading teachers at the elementary level. The remedial reading teachers worked with those children who had definite reading difficulties and who would most benefit from a short concentrated program to improve their reading skills.

Children were chosen for the remedial reading class from three sources: recommendation of the regular classroom teacher, recommendation of the "Rise" classroom teacher, and from screening of reading achievement scores.

Each child in the remedial reading program was carefully tested both formally and informally for specific weaknesses. Two formal screening processes used were the McCall - Crabbs Standardized Reading Tests and the Schoofield - Timberlake Phono-Visual Diagnostic Spelling Test. Based on the results obtained an intensive program was initiated.

The program of the remedial reading teacher followed this procedure; rapport was established, each child was tested, weaknesses were noted, and a program was formulated to concentrate on specific disabilities.

The reading difficulties mainly lay in the areas of phonics, word analysis, comprehension, and vocabulary. Much time was spent in strengthening the weaknesses found in the above areas.

The program was designed to allow teachers sufficient time to spend with individuals or very small groups.

Since motivation plays such a vital role in remedial reading, there were avialable many high interest but low level books to stimulate the child's interest in reading and to develop in the child the concept that reading could be fun. The children were allowed and encouraged to select their own books.

It might be worthy to mention that in the diagnosing of reading difficulties, several children were observed to have faulty speech habits such as frontal and lateral lisps. The remedial reading teacher was able to give these children exercises to aid them in the correct formation of certain sounds.

Although the program was short in duration, there was definite improvement in reading achievement. The areas in which individual children gained in proficiency were varied. Fundamentally, there was an intrinsic difference in most for having participated in the program.

The underlying aim of the remedial reading program was to effect an attitudinal change on the part of the child to the entire school structure, primarily toward reading.

(2) Social Development

The small groupings in a relaxed atmosphere enabled the child to participate and cooperate easily with his peers and to interact successfully with his teacher. This low pupil ratio enabled the teacher to care for the whole child, his physical, social, emotional and intellectual well-being. Since these children, as indicated by their past school performance and records, tended to depreciate themselves, the creation of a more positive self-concept was deemed essential in encouraging positive performance. Teachers developed situations designed to create within the child a feeling of confidence and an appreciation of his personal worth. Teachers also encouraged a strong sense of rapport with each child, indicating approval of and acceptance of the child.

Since this situation was more conducive toward individualized teaching than the regular classroom, each child was able to work on a level which closely approximated his abilities, and consequently, he was more apt to make his classroom experiences successful ones. Everychild had something on display for which he gained recognition. Every child had done something for which he could earn praise. All the forementioned factors tended toward the creation of a more positive self-image. Further, the change noted in the child's attitude toward himself was accompanied by changes in his attitude towards schools, teachers and learning.

(3) Academic Enrichment

Two resources, heavily drawn upon in providing academic enrichment, were students' personal interests and student participation in field trips. Teachers concentrated on developing those interests and talents which could not readily be explored in the normal classroom. Some of the interests which emerged from the small group discussions and selected topics for free reading were nutrition, weather, map study, science and communications. Teachers used techniques whereby it was possible for children to learn while actively engaged in their interests.

Two activities presented by teachers in developing areas of student interest seem worthy of special note. One especially concrete group activity involved the planning, cooking and serving of a nutritious breakfast. The New England Dairy Council furnished the equipment for this activity. The other group activity was the making of ice cream, starting with the basic ingredients and working through to the finished product.

The field trips played the essential role in augmenting classroom learning, in providing empirical experiences of a cultural nature and lastly, in providing the indirect means of effecting a positive change in the child's outlook toward the school environment.

Enrichment in classroom learning was achieved by means of unit studies and special projects in correlation with the field trips. Lessons were presented preceding the trips, and activities were conducted after students had visited the particular sites of interest. Although it cannot be determined now, this exposure to the world of culture available on these trips, could be the catalyst for learning, not only as was witnessed in the classroom this summer, but also for the future. (See Section on Field Trips for more detailed description.)

The employment of a special Art Coordinator added a new dimension and meaning to school learning. Assimilation of art appreciation was provided daily by this specialist who introduced new forms and techniques to the children. They learned drawing, sculpturing, sketching and handcraft, using commonly available material. (See Section on Art for more detailed description.)

Time for music appreciation was allotted in the daily classroom program. Teachers not only presented classical and other types of music, but also taught and recorded songs.

Films continue to be an effective tool. Certain preselected films were shown emphasizing such themes as historical events, nature studies and stories with a moral. Following each presentation the teacher set aside an appropriate amount of time for classroom discussion and, in some cases, individual research.

c. Services

1. Social

The social worker's main focus was in the area of individual counseling, both with students and parents. Those students with known or observed emotional problems were referred to the social worker who in turn counseled them on a daily basis. The parents of these students were contacted and invited to the school for the purpose of obtaining a clearer picture of the child's needs. These efforts made the child's behavior and needs more understandable to the staff. The worker visited the home when it was felt that a knowledge of the child's home circumstances was necessary or in those cases where the parent was unable to visit the school. In some cases it was necessary for the social worker to contact medical and social agencies in order to obtain pertinent information about a child. Other related activities of the social worker included: Follow-up work on children who were accepted into the program but who did not register, follow-up work on children with excessive absenteeism, the instruction of the classroom teachers regarding the administration of the Osgood Semantic Differential Test, and, finally, the scoring of this same test.

In a few cases where a severe emotional problem existed, the social worker contacted the appropriate community agency or clinic for referral on a regular basis. In each and every case, the recommendations of the worker were forwarded to the child's school for follow up by the Adjustment Counselor.

2. Medical

The children of Operation RISE have their immediate health needs serviced by a full-time nurse. (See the medical program section of this report for a detailed description of the nurse's duties.) In the case of those children with physical handicaps, the nurse participated in the formulation of an individual program which was uniquely suited to the child's physical abilities. Naturally, she was readily available to provide first aid for those children with minor cuts and bruises incurred during the course of the day. In addition, the nurse contacted parents of children who because of brief illness were unable to complete the regular program day, and she arranged transportation home. Also, the nurse gave instruction on first aid to the tour guides and aides on how to deal with potential mishaps encountered on field trips, such as, sunburn, insect bites, heat prostration, and fainting. The nurse carried out these and her other duties with a great degree of professional excellence, and the availability of such ready and competent aid provided some degree of security in the minds of the staff.

3. Lunch Program

For all children who remained at school for their activities on a given day, a hot meal was provided. This part of the program was used to achieve a variety of aims, namely: providing the children with a nutritious meal, teaching the children the basic social amenities, and providing another opportunity for the child to meet informally with members of the staff. Each day a Best Table Award was given to the children whose manners were exemplary on that day. In this way, learning the social amenities concerning mealtime became fun, and the staff was able to "coach" the children in this friendly competition. For those children whose activity for the day was a field trip experience, a boxed lunch was provided so that, in a more informal atmosphere, the aforementioned air could still be accomplished.

d. Enrichment

The field trip phase of the program was included in order to provide the child with a variety of first-hand experiences which would augment his classroom learning or make future classroom learning more effective. As such, the field trip program played an integral role in the program's attempt to effect a positive change in the child's attitude toward the school environment. Many types of field trips were scheduled in an attempt to provide the child with the widest possible spectrum of learning situations. Scientific, historical, business and cultural trips were scheduled along with animal, nature and beach excursions. In addition, where a formal lecture was available, the children were arranged according to primary or intermediate groups so that the lecture given could be specifically prepared for their grade level.

The social experiences gained by participating in these field trips were also important to each child. The children learned how to behave in fairly large but informal groups. Such things as: sharing ideas just learned, eating together in small groups, cleaning up the grounds after meals, and the practice of courtesy while boarding and unboarding buses were part of every field trip.

Parents were encouraged to participate in the program, and the field trip phase was met with great enthusiasm. As in previous years, the field trip experiences were the high points of the RISE program for many of the children.

Summary of Six Week Program

Grade One

REMEDIAL INSTRUCTION

1. Increase reading vocabulary
2. Build listening skills
3. Improve phonic skills
4. Number facts practice
5. Improve comprehension
6. Remedial games in phonics
7. Remedial games for word recognition
8. Individualized reading
9. Enrichment reading
1o. Introduce counting by 1's, 2's, 5's, 10's
11. Speech therapy for students with faulty speech habits
12. Written stories

SOCIAL DEVELOPMENT

1. Improve work habits
   a. listening
   b. following directions
   c. developing longer attention span
   d. finishing work
2. Development of group cooperation
   a. respect rights of others
   b. follow safety rules
   c. share materials
3. Group activities
   a. teaching table manners
   b. responsibilities to peers, community and country
4. Good grooming and physical appearance

ACADEMIC ENRICHMENT

1. Art Projects
   a. zoo
   b. circus
   c. original stories
   d. Pinocchio mural
2. Field Trip Scrapbook
3. Listening to Wizard of Oz record and dramatizing with Wizard of Oz puppets
4. Enrichment reading with Torchlight books and Summer Weekly Reader.
5. Sing Along with Children Chorus record
6. Exercising to physical fitness record

Summary of Six Week Program

Grade Two

REMEDIAL INSTRUCTION

L. Basic number fact drill

2. Correct interpretation of wording in problems

3. Problem solving

4. Strengthening basic mathematical processes

5. Development of basic word-attack skills

6. Improvement of reading comprehension- controlled reader

7. Enrichment - reading Torchlighter Series

8. Increase vocabulary

9. Develop listening skills Tape recorder

10. Creative story writing
    a. for development of the imaginative process
    b. to gain self-confidence in oral recitation

11. Remedial games in phonics, ie. Quizo

12. S.R.A. Cross Number Puzzles

SOCIAL DEVELOPMENT

1. Rules of courtesy

2. Behavior and attire in public places

3. Develop a respect for one's own possessions and those of others

4. Importance of group cooperation

5. Instruction in proper manners and reasons for them

6. Encourage proper nutrition

7. Safety throughout the year (home and school)

8. Good grooming

ACADEMIC ENRICHMENT

1. Dramatization and role playing nursery rhymes and favorite stories

2. Health Unit-Cover Your Cough

3. Listening to records for music appreciation

4. Creative writing on favorite trip of the week

5. Nautical terms and art projects on Boston Harbor - (Boston Spray Cruise)

6. Nature walk - study of trees, leaves, flowers in locale

7. Community Helpers Unit (policemen, firemen, and postmen)

8. Bird Study

Summary of Six Week Program

Grade Three

REMEDIAL INSTRUCTION

1. Arithmetic
    - a. reinforce drill in number facts - use of Quizmo
    - b. review basic processes
    - c. practice in understanding word problems
    - d. review liquid and linear measure
    - e. review telling time
2. Reading
    - a. drill in phonetic skills, syllabication
    - b. improve reading comprehension
    - c. practice in reading orally
    - d. develop an attitude of enjoyment while reading
    - e. review format for writing book report
    - f. use of remedial games in phonics

SOCIAL DEVELOPMENT

1. Develop respect for authority
2. Develop positive attitude toward school
3. Provide feeling of security in small and large groups
4. Develop ability to work with others
5. Develop an awareness of the need for good manners and cleanliness.

ACADEMIC ENRICHMENT

1. Follow up activities on field trips through class discussion, art, group projects and reports
2. Creative writing - trips
3. Unit study
    - a. Planets
    - b. Nutrition - culminating activity was ice cream making
    - c. Communications - Telephone, its history and uses
4. Map Study
5. Creative Drama - act out the favorite stories read
6. Controlled reader

Summary of Six Week Program

Grade Four

REMEDIAL INSTRUCTION

1. Improvement of phonic skills
2. Broaden scope of word meaning-Dictionary study
3. Increase word vocabulary Synonyms, Antonyms, prefixes, suffixes, syllabication
4. Improve comprehension- oral and written exercises
5. Reader's Digest
6. Multiplication and Division drills - Use of Quizmo - Flash Cards
7. Problem solving - S. R. A. Crossword puzzle and Computational Kit

SOCIAL DEVELOPMENT

1. Develop an awareness of proper health habits and an appreciation of their importance
2. Develop an awareness of the needs and feelings of others
3. Recognize the role of the individual in group activities and the individual need to function as a member of a group.
4. To encourage children to take pride in their own efforts by displaying their work in the classroom

ACADEMIC ENRICHMENT

1. S.R.A. Reading Laboratory
2. Torchbearer Library I
3. Study of local and state government
4. Map Study
5. Log Book on Weekly Trips
6. Transportation Unit
7. Nutrition Unit - film strip on types of food
   a. group activity in preparing breakfast
   b. cooking breakfast
8. Science Unit
   a. discussion of body cells with slides
   b. plant life
9. Geography Unit
   a. Movies & documentary of European trip
   b. European educational study
10. Listening to Classical music
11. Creative acting of stories

Summary of Six Week Program

Grade Five

REMEDIAL INSTRUCTION

1. Reading Skill Builders
   S. R. A. Reading Laboratories
2. Reader's Digest
3. Phonic Improvement through use of games
4. Computational Math Skill Kit and S. R. A. Crossword Number Puzzles
5. Review of four basic operations with:
   a. whole numbers
   b. rational numbers
   c. fractions
6. Continental Worksheets on four basic processes
7. Tom Trott Skilltext - work on skills of skimming to locate information, spelling, vocabulary

SOCIAL DEVELOPMENT

1. Develop an awareness of proper health habits and an appreciation of their importance
2. Develop an awareness of the needs and feelings of others
3. Recognize the role of the individual in group activities and the individual need to function as a member of a group.
4. To encourage children to take pride in their own efforts by displaying their work in the classroom

ACADEMIC ENRICHMENT

1. S. R. A. Reading Laboratory
2. Torchbearer Library I
3. Study of local and state government
4. Map study
5. Log Book on Weekly Trips
6. Transportation Unit
7. Nutrition Unit - film strip on types of food
   a. group activity in preparing breakfast
   b. cooking breakfast
8. Science Unit
   a. discussion of body cells with slides
   b. plant life

10. Listening to Classical music
11. Geography Unit
    a. Movies & documentary of European trip
    b. European educational study
11. Creative acting of stories

Summary of Six Week Program

Grade Six

REMEDIAL READING

1. S. R. A. Reading Laboratory
2. Vocabulary Building
3. S. R. A. Math Puzzle Kit
4. Computational Math Skill
5. Review of 4 basic operations
    a. whole numbers
    b. fractions
    c. decimals

SOCIAL DEVELOPMENT

1. Group participation in classwork and recreational activities
2. Development of self-confidence
3. Group cooperation
4. Development of the awareness of the need for adequate health habits.

ACADEMIC ENRICHMENT

1. Unit study on Massachusetts & various historic sites
2. Participation in the organization and operation of a school newspaper
    a. interviewing
    b. gathering information
    c. writing
3. Introdution to research
    a. dictionary
    b. encyclopedia
4. Torchbearer Library - individualized reading
5. Introduced basic sewing skills completed aprons
6. Preview of seventh grade - modern mathematics
    a. base seven
    b. various symbols
    c. set theory
    d. exponents
    e. factors
7. Poetry reading & choral speaking
8. Lecture on photography by a professional photographer

B. Secondary Level

1. Program Enrollment Procedures

This year, as in the past, pupils in grades seven through twelve, both public and parochial, were afforded the opportunity to participate in Operation RISE.

Prior to the morning of registration, with few exceptions, all participants came for their interviews with completed registration, permission, and emergency forms which had been provided by the main office of Operation RISE. With the entire staff in attendance to conduct interviews, and with the prearranged groundwork done, we were able to afford greater time to discussion of any problems which might arise. At a meeting before registration, all the teacher-interviewers were instructed to try to construct the most meaningful program possible for each boy or girl based on information which we had readily available that had been provided by their guidance counselors or teachers. To facilitate matters, class offerings were divided into two groupings: Instruction and Enrichment. Included in the Instruction area were English, Reading, Math, History, Geography, Science, and a tutorial service in languages. In the Enrichment area were Art, Crafts, Photography, Drama, and Physical Education. In an attempt to get a balanced schedule the interviewers set up a program providing two Instruction courses and two Enrichment courses, making sure that each pupil took physical education unless a physical incapability was evident. Although we tried to adhere quite strictly to this procedure, we were able to be flexible wherever possible.

Following our prepared plans, we felt the registration procedure worked out to everyone's advantage, causing little confusion, and making an organized impression on those who were interviewing and those who were interviewed.

To complete our registration procedure, on the second day everyone in the program went to the beach while a skeleton crew stayed at the school to schedule the classes to be ready to function on the third day of the program.

2. Program

a. Recreation

1. Purpose

To make a healthful and stimulating experience by providing them with the facilities, equipment, activities, and leadership which will contribute to their individual needs and interests.

2. Objectives

(a) To provide each pupil with the skill, knowledge, and understanding of the various sports activities.

(b) To develop an attitude of sportsmanship and fairplay.

(c) To stimulate a desire to develop physical fitness throughout life.

(d) To encourage students to participate in a variety of activities and not be just a spectator.

(e) To have fun.

3. Methods

(a) Teaching the fundamental skills of softball(throwing, catching, base running, rules, etc.) which are incorporated in competitive games.

(b) Teaching volleyball and soccer skills on a one-to-one basis with a follow-up to team games.

(c) Stimulating students to achieve physical fitness through the ease of progressive-endurance exercise, and self-testing activities.

(d) Creating an atmosphere of informality to encourage activity and participation, emphasizing that one should be an active doer, rather than a passive observer.

4. Special Areas of Instruction

(a) Using outdoor, nearby playgrounds as well as available physical equipment within the plant.

(b) Providing recreation equipment on field trips and tours to be used during rest-lunch periods.

b. Instruction

On the secondary level, while the areas of studies were divided into two parts, academic and enrichment, the objectives were quite the same--to create an atmosphere which was both remedial and social, recognizing that while a stated remedial need existed there was also a need for social growth which was covered by placing the pupil in a very flexible program of informality through his own efforts. This was often gained by the subject teachers arranging field trips, projects, or tours. To best describe the program and to see these facets of each area, it seems necessary to list and describe each as it functioned throughout the program.

Art

1. Purpose

To impress on students the value of art as a living, vital form and expose the children to art materials that they have not had the opportunity of using in the ordinary school situation.

2. Objectives

(a) To teach pupils a variety of art techniques.

(b). To stimulate pupils to express their feelings graphically.

(c) To put pupils in situations where they must work together and share equipment so they can learn to get along together.

(d) To develop aesthetic sensitivity in pupils by exposing them to the work of well-known artists.

(e) To place pupils in situations where they must use their imaginations.

3. Methods

(a) Drawing from nature.

(b) Using various art media: pencil, crayon, tempera, construction paper, water color, colored ink, pastels, blockprinting, oil crayons, and clay.

(c) Allowing students to blend colors.

(d) Discussing composition elements: center of interests, other objects pointing toward center, emphasis on central idea.

4. Special Areas of Instruction

(a) Trips within walking distance for sketching.

(b) Playing music during art class to encourage relaxation and freedom of expression.

Arts and Crafts

1. Purpose

To meet the general needs of all pupils as well as special needs of those with outstanding promise and aptitude, keeping in mind that creative expression is for everyone.

2. Objectives

(a) To provide a basis for expression by arousing the pupil's interest.

(b) To stimulate the child by exposing him to a variety of possibilities for expression and appreciation.

(c) To develop aesthetic taste in a child in selecting a project.

(d) To develop skills in working with a project.

(e) To encourage group activities which will identify the child with his social group and environment.

3. Methods

(a) Using craft sticks for baskets, wishing wells, jewel boxes, letter and napkin holders, bird houses.

(b) Woodburning

(c) Making ashtrays from ceramic tile

(d) Making paper flowers

Business Mathematics

1. To instruct pupils in business emphasizing mathematical concepts and to demonstrate the importance of business calculations for every day living.

Business Mathematics (continued)

2. Objectives

   (a) To show that business and business math are not restricted to business men but are integral parts of everyone's daily life.

   (b) To show that business "language" is a universal language but known to all.

3. Methods

   (a) To dramatize learning through case-type situations such as remodeling a kitchen or taking advantage of sales discounts.

   (b) To emphasize the employment of reasoning in learning rather than rote memory.

4. Special Areas of Instruction

   (a) To have students present own problems to each other for solving.

Drama

1. Purpose

   To aid the pupil to discover new areas of knowledge and experience in the field of the performing arts.

2. Objectives

   (a) To discover the social and artistic needs and abilities of the pupil.

   (b) To encourage creative expression while at the same time teach dramatic arts.

   (c) To expose the pupil to varied types of theater.

   (d) To bring the pupil to the realization that the theater and performing in it can be educational, self-satisfying, and fun--all at the same time.

Drama (continued)

3. **Methods**

   (a) Introducing the pupils to the stage itself and exposing the art.

   (b) Suggesting roles and presenting them to the group, criticizing constructively, and leading them to see their improvement.

   (c) Introducing all type of drama - classical, modern, pantomine, improvisation, musical comedy, and "slapstick".

   (d) Allowing the pupils to participate freely to their own desires.

History

1. **Purpose**

   To develop independent thinking, responsibility as a citizen, and interest and excitement in social studies; to assist students who previously had little or no interest in the history of their country.

2. **Objectives**

   (a) To stimulate inquiry skills through research and interpretation.

   (b) To develop attitudes for interest in listening to the issue, participating in discussions, and becoming aware of the American heritage.

3. **Methods**

   (a) Using the Bill of Rights for case studies.

   (b) Using the daily newspapers as a vehicle of history.

   (c) Using maps as vital historical data.

   (d) Using New York Times series of Audio visual programs on current issues: "The War on Crime," "Water and Air Pollution," "The History of Dissent,"-"Problems of Cities," etc.

History (continued)

4. **Special Areas of Instruction**

   (a) Salem: Peabody Museum, Witch, House of Seven Gables

   (b) Gloucester: Hammond Museum

   (c) Boston: J.F.K. Building, City Hall, State House

   (d) Medford: Craddock House, Medford, Historical Society, tour by Mr. Joseph Valeriani, Head of History Dept., Medford (Mass.) High School.

Mathematics

1. **Purpose**

   To increase the pupil's awareness of the importance of mathematics in today's computer-oriented society, to provide an opportunity to see mathematics in action, and to create an active interest in mathematics as a personal need.

2. **Objectives**

   (a) To review some basic mathematical procedures, develop ability to study independently, and change attitudes toward mathematics by using a machine-oriented approach.

   (b) To introduce the desk calculator as a tool in problem solving.

   (c) To develop logical thinking patterns and be able to formalize these thoughts into flow diagrams and computer programs.

   (d) To learn a simple program language (TELCOMP).

   (e) To see computers at work and develop an appreciation for the speed, capacity, and limitations of a large computer.

Mathematics (continued)

3. Methods

(a) Using an integrated offering of classroom instruction, work on calculators, and field trips.

(b) Relating work to the pupil level of achievement and grade level.

(c) Working out problems with pencil and paper and then adopting them to machines to see flow diagrams, calculations, and computer solving.

(d) Using machines in computer class: PC 1421 Monroe Calculator, Programma 101 Olivetti - Underwood Computers, ASR 33 Teletype Machine.

4. Special Areas of Instruction

(a) Films: "Donald in Mathemagic Land." "Newton's World," "A Function is a Mapping".

(b) Museum of Science

(c) John Hancock Life Insurance

(d) Logan International Airport: Northeast Airlines.

(e) Massachusetts General Hospital

(f) Bolt, Beranek, and Newman

Photography

1. Purpose

To introduce the basics of photography and to expose students to the visual communications aspects through the use of photography.

2. Objectives

(a) To teach how to use lighting, angles, and subjects.

(b) To develop creativity in photography.

(c) To demonstrate to students that a picture is worth a thousand words.

Photography (continued)

3. Methods

   (a) Giving classroom lectures, planning intelligent pictures.

   (b) "Posing" for candid shots.

   (c) Finding subjects

   (d) Introducing lighting and exposure

4. Special Areas of Instruction

   (a) Providing youngsters with Instamatic cameras to actually take their own photos.

   (b) Visiting the Boston Globe to actually see photography in use.

Remedial Reading

1. Purpose

   To find out through diagnosis and evaluation the strength and weaknesses of pupils' reading abilities.

2. Objectives

   (a) To create an awareness of the importance of reading in general.

   (b) To motivate the pupils to affect some change in attitude toward reading.

3. Methods

   (a) Using individual discussion to locate strengths and weaknesses.

   (b) Using standardized tests for evaluation.

   (c) Examining student assignments.

4. Special Areas of Instruction

   (a) Visiting libraries for exploration of reading.
   (b) Reading daily papers for comprehension and enjoyment.

English

1. **Purpose**

   To develop minimum skills in usage and to cultivate a more positive attitude toward the English language in general, in the areas of both prose and poetry.

2. **Objectives**

   (a) To do remedial and experimental work in composition.

   (b) To develop an awareness of newspaper techniques.

   (c) To develop skill in grammar, spelling, and vocabulary.

   (d) To develop an appreciation for an interpretation of literature.

3. **Methods**

   (a) Using local newspapers to recognize "code words" in headlines, writing original headlines, supplying "gaglines" for comic strips, studying political cartoons, and recognizing metaphorical language in sports stories.

   (b) Using "most misspelled" words as guide for spelling problems.

   (c) Using vocabulary lists for word study.

   (d) Examining literature to provoke imagination, to promote speaking and listening skills, to see the basic values in society.

4. **Special Areas of Instruction**

   (a) Keeping personal inventory sheet on student's background.

   (b) Taking field trip to Boston Globe.

   (c) Stimulating submission articles for Operation RISE newspaper.

   (d) Developing a poetry anthology by students.

Science

1. To instill in the pupils a sense of wonder about the universe and to heighten their appreciation of the every-day marvels obervable by an inquiring eye.

2. Objectives

   (a) To help the pupils understand and appreciate the scope of the physical universe and theories regarding the formation of the solar system.

   (b) To help the pupils realize the basic mechanics of genetics and evolution and the development of races.

   (c) To analyze the fundamentals of learning theory and the uniqueness and worth of the individual.

3. Methods

   (a) Giving classroom lectures.

   (b) Showing 35mm. filmstrips and television (Apollo 11)

   (c) Demonstrating blood typing, microbe counts, fermentation, heredity and taste.

4. Special Areas of Instruction

   (a) Taking field trip to Massachusetts General Hospital to observe lab techniques.

Special Education

1. Purpose

   To meet the needs of individual pupils enrolled in the program.

2. Objectives

   (a) To center curriculum around reading, writing, and arithmetic.

   (b) To improve basic skills.

Special Education (continued)

3. Methods

(a) Concentrating on phonics and spelling to increase reading and vocabulary of each student.

(b) Using role playing to inrease power of concentration.

(c) Using group work when possible to establish social attitudes.

4. Special Areas of Instruction

(a) Allowing pupils to create and carry through a situations, ie., giving a party where pupil is responsible for everything.

c. Services

Social

1. Purpose

(a) To serve effectively as a liaison between the home and the program.

(b) To help each student, as an individual social being, to understand his own strength, weaknesses, aptitudes, and special needs, so that he will reach his maximum growth and potential.

(c) To assist students in personal adjustments to environment and peers.

2. Objectives

(a) To establish and maintain communication between the school and the parents so that they might work together toward common goals in the development of the children.

(b) To assist and cooperate with the teaching staff and the administration.

(c) To supply pertinent information to professional persons who are involved in helping certain students make successful personal and social adjustments.

2. Objectives (continued)

(d) To implement a testing program that will indicate any attitudinal changes in the participants of Operation RISE.

(e) To suggest curriculum changes within the framework of the program which might help to transfer negative attitudes in relation to authoritarian figures and cultural concepts.

3. Methods

(a) Gathering data on each student through research in areas of environmental information, academic strength, social needs, and personal aspirations.

(b) Interviewing students and assisting them in their efforts to understand themselves, develop confidence in their own abilities and establish realistic social and vocational goals.

(c) Placing of students in courses geared to their needs and potential, with changes possible whenever necessary.

(d) Sending a letter to the parents of the students, informing them that social workers were available for consultation.

(e) Conducting a follow-up on excessive absenteeism by phone calls to the home, which often resulted in the return to Operation RISE.

(f) Visiting homes whenever an individual child's problems seemed to warrant this.

(g) Contacting social agencies or mental health clinics, when necessary to gain a better understanding of certain students' social or emotional problems.

(h) Directing teachers in the initial administration of the Gilmore Completion Test and the Osgood Semantic Differential Test.

(i) Administering the initial test to absentees and late registrants, and the entire final tests to all participants.

(j) Interpreting and scoring these tests and charting the attitudinal changes in participants, between the initial and final testing periods in RISE..

Medical

1. **Purpose**

To provide the individual health needs of the pupils, provide health education and to establish direct communication between pupils, teachers, guidance counselors, and medical personnel.

2. **Objectives**

(a) To determine, through conference with students and parents, medical and emotional problems of individual students, so as to assist the handicapped child with his adjustment in the world about him. To inform parents and teachers of the availability of health and medical resources.

(b) To establish through teaching, good health habits and to help the student to recognize individual problems so that he may be better equipped to assume responsibility for his own health and well being.

(c) To inform teachers of individual health problems so they may adjust curriculum of certain students as needed. To refer students to guidance.

(d) To care for all ill and injured students. To notify parents of injury and illness and provide transportation if necessary. To discover cause of accidents and to evaluate same so as to prevent reoccurrences.

Lunch Program

1. **Purpose**

To provide pupils enrolled in the program with a nutritious meal, to teach the basic social graces, to allow pupils to eat and interact with others in a very informal environment.

2. Objectives

(a) To have each pupil become an individual.

(b) To have each pupil realize the need of nutrition as necessity of life.

3. Methods

(a) having each pupil secure his own meal from a cafeteria line.

(b) Allowing him to eat in complete freedom, responsible for his actions to himself and his group.

(c) Having each pupil have complete care for the disposal of his utensils after lunch.

d. Enrichment

1. Purpose

To provide a variety of stimulating trips in order to create in the pupils an awareness of our historical sites and her tage to those who are less fortunate or unable to visit these historical and educational sites; to enable the pupil to meet society more efficiently and effectively from the knowledge derived from field trips.

2. Objectives

(a) To foster an appreciation of the hardships endured by our forefathers through a field trip to Mayflower II and the Plimouth Plantation.

(b) To develop a sense of pride in our country's heritage.

(c) To develop an awareness of the role the U.S.S. Massachusetts, a ship of the liner, is manned and the role it played in the protection for the freedom of our country during World War II.

d. Enrichment (continued)

(d) To acquaint the pupils with the working of an aquarium.

(e) To develop a sense of socialization and cooperation with each during all Operation RISE outings.

(f) To enjoy the sites around Boston Harbor on a supervised cruise.

3. Methods

(a) Placing pupils in groups of forty pupils with proper and adequate supervision.

(b) Sending out tours which have been previously educated to the event.

(c) Preparing boxed lunches and milk which allow the pupils to view their trips without having to report back.

VII. TESTING

A. Objectives

1. To measure the degree to which the children participating in "Operation Rise" possessed attitudes which were negative toward authoritarian figures (parents, teachers, police) and concepts that relate to education and culture. It was felt that, if the source of such attitudes could be discovered, the staff could direct the program in such a way as to transfer those negative attitudes to positive attitudes.

2. To determine in what specific areas of education a student had the greatest degree of difficulty and to use this information as a guideline for subject matter to be covered by the remedial teacher.

3. To determine what the children participating in "Operation Rise" desired to achieve by their attendance.

4. To determine periodically what progress was being made toward achieving the above objectives.

B. Method

1. Test Part I

During the first week of "Operation Rise", two questionnaires were administered to every student taking part in the operation. The first part of the questionnaire was a modified version of the Osgood Semantic Differential Test. For program purposes, four concepts were selected: I am, The Principal is, Reading is, and School is. The second part, derived from the Gilmore Sentence Completion Test, consisted of eight concepts, to which the children were to respond, namely, Mother, Teacher, Policeman, Father, Learning, Studying, College, and Museums. In both questionnaires, a degree of favorable or unfavorable responses was recorded.

1. Test Part I (continued)

These tests had been administered in Operation Rise of 1966, 1967, and 1968, and were found to be effective in determining attitudinal changes. This test presented four concepts, to be evaluated by rating each given concept on a scale between a pair of adjective antonyms. For example:

Sports are . . . .
GOOD___ ___ ___ ___ ___ ___ ___ ___BAD

The child was directed to indicate how he thought the sentence would be best completed, by placing an "X" somewhere between "good" and "bad" to indicate to what extent he thought of sports as being good or bad. An "X" could be made in the middle place if the child felt that sports are not good or bad, or if he felt that calling sports good or bad does not make sense. In the latter case he was required to circle his "X". There were ten pairs of adjective antonyms beneath each concept. The active/passive axis on the scale and the potency factor were used only as reference points and the concentration was on the evaluative questions. The following scoring system was used in the analysis:

> All evaluative questions could be marked as either evaluative plus (Favorable) or evaluative minus (unfavorable); on either side of the axis, the respondent could be awarded 3, 2, or 1 points; thus, on each questionnaire the evaluative plus answers were totaled and the evaluative minus answers were totaled, then the minus answers were totaled, then the minus were subtracted from the plus to get a total evaluation score for the question. A random sampling of 40 questionnaires from each school were scored for each question. These were plotted on graphs.

2. Test Part II

On the open end section Part II of the questionnaire, the responses were judged as follows:

> A scaling system was developed running from -5 to +5. When the respondent reacted positively to the word or phrase in question, he was awarded a certain number of points on the + scale depending upon the degree of positive feeling expressed. For example, question number three was "A policeman is a man who..." If the respondent wrote "I admire and respect and feel that he protects and defends us," he would receive a +5. If the respondent wrote "who helps us cross the street," this would warrant a +3 since this aspect of help, and a certain closeness was indicated. A+1 was awarded when the respondent merely mentioned the function of the policeman with no + or - reaction. Zero was awarded when the respondent indicated both a positive and a negative point of view, e.g. "help us cross the street, but is a grouch." The minus scale was used like the positive scale. If the respondent wrote "I hate because he is a cruel person." He would be awarded a -5. The rest of the scale would indicate the degree of negative attitude up to zero. The minus numbers were then added and subtracted from the sum of the plus numbers. An average score was then determined for each question.

3. Retest

The same tests Part I and Part II were administered during the last week of the program, using the same scoring system and the same sample.

C. Test Results

1. Part I

It was hoped that the use of the same instrument for both tests would give an accurate measure of the degree of attitudinal change. The scores achieved by the students on this test have been represented on graphs (by question, school and level for both administration) which will be found following this chapter. Following is a breakdown of those results.

1. Part I (continued)

a. I am

On the first administration the scores on this question were relatively high at both levels. The score of the Secondary respondents was 16.83. The scores of the Elementary respondents were: the Osgood 19.28 and the Columbus 14.85.

On the second administration the score of the Secondary respondents was 17.73. The scores of the Elementary respondents were: the Osgood 22.18 and the Columbus 16.18.

b. The Principal Is

On the first administration of the test, the Secondary respondents scored 8.63. The Elementary respondents scored: the Osgood 18.13, and the Columbus 12.65.

On the second administration of the test, the Secondary respondents scored 21.35 and the Elementary respondents scored: the Osgood 21.35, and the Columbus 8.53.

c. Reading is

On the first administration of the test, the Secondary respondents scored 14.55, and the Elementary respondents scored: the Osgood 13.78,and the Columbus 16.10.

On the second administration of the test, the Secondary respondents scored 16.63 and the Elementary respondents scored: the Osgood 14.48 and the Columbus 14.70

d. School Is

On the first administration of the test, the Secondary respondents scored 8.10. The Elementary respondents scored: the Osgood 10.95,and the Columbus 11.03.

On the second administration of the test, the Secondary respondents scored 14.73 and the Elementary respondents scored: the Osgood 12.93 and the Columbus 11.50.

2. Part II

Part II of the questionnaire was administered during the first week of the program and repeated during the last week of the program. Once again, it was hoped that by using the same instrument for both tests that an accurate measure of the degrees of attitude

2. Part II (continued

change could be made. The bar graphs following this chapter represent the average scores achieved by the students. Following is a breakdown of those results:

a. Mother

On the first administration of the test, the Secondary respondents scored 2.20. The Elementary respondents scored: the Osgood 2.83, and the Columbus 3.20

On the second administration of the test, the Secondary respondents scored 3.20, and the Elementary respondents scored: the Osgood 3.45 and the Columbus 3.05.

b. Teachers

On the first administration of the test, the Secondary respondents scored 1.08, and the Elementary respondents scored: the Osgood 1.48, and the Columbus 1.65.

On the second administration of the test, the Secondary respondents scored 1.83 and the Elementary respondents scored: the Osgood 2.88 and the Columbus 1.13.

c. Policeman

On the first administration of the test, the Secondary respondents scored 1.28, and the Elementary respondents scored: the Osgood 1.88 and the Columbus 1.88.

On the second administration of the test, the Secondary scored 2.15 and the Elementary respondents scored: the Osgoof 2.98 and the Columbus 1.43.

d. Father

On the first administration of the test, the Secondary respondents scored 1.85, and the Elementary respondents scored: the Osgood 2.43, and the Columbus 2.50.

On the second administration of the test, the Secondary respondents scored 2.63, and the Elementary respondents scored: the Osgood 2.98 , and the Columbus 2.30.

e. Learning

On the first administration of the test, the Secondary respondents scored 1.05, and the Elementary respondents scored: the Osgood 1.18, and the Columbus 2.30.

e. Learning (continued)

On the second administration of the test, the Secondary respondents scored 1.73, and the Elementary respondents scored: the Osgood 1.93, and the Columbus 1.35.

f. Studying

On the first administration of the test, the Secondary respondents scored .70, and the Elementary respondents scored: the Osgood .65, and the Columbus 1.35.

On the second administration of the test, the Secondary respondents scored 1.63, and the Elementary respondents scored: the Osgood 1.55, and the Columbus .95.

g. College

On the first administration of the test, the Secondary respondents scored 1.45, and the Elementary respondents scored: the Osgood 1.05, and the Columbus 2.48.

On the second administration of the test, the Secondary respondents scored 2.13, and the Elementary respondents scored: the Osgood 1.60, and the Columbus 2.35.

h. Museums

On the first administration of the test, the Secondary respondents scored 1.70, and the Elementary respondents scored: the Osgood 1.53, and the Columbus 2.25.

On the second administration of the test, the Secondary respondents scored 2.18, and the Elementary respondents scored: the Osgood 2.10, and the Columbus 2.10.

Elementary Level

a. Part I - Columbus Center

1. I Am

   Growth in self-concept is indicated. The smaller classes in this program provide for more personal attention which these children seem to desire and require for maturity.

2. Principal is

   The change in attitude does not reflect a valid change. The children had difficulty with this part, verbally expressing confusion over the "concept" of principal. As such, they identified with principals with whom they had interacted during the school year. Considering the fact that few discipline problems occured during this program, the change in attitude can not realistically be correlated with any negative interaction of student and coordinator in RISE.

3. Reading is

   The drop is not significant. In testing, it was found that many of the paired adjectives (ugly-beautiful) were not identified by the children with the process of reading. As a result, responses fell in the center, thereby expressing no opinion and, in effect, lowering the scores.

4. **School**

A positive attitudinal change is reflected, in part due to the more personal and positive class experiences in RISE.

b. Part II Columbus Center

1. Mother

A positive attitude towards "mother" is evident in both trials. The drop is not significant, therefore, indicating a stable attitude.

2. Teacher

The change in attitude here is inconsistent with the rise in attitude towards school in Part I. In the second testing, the children tended to respond to concepts in terms of function (ie. a teacher is a person who teaches) Point value for such a response is less than that given to responses which manifested more careful thought and reflection. As such, the average score dropped considerably.

3. Policeman

The change in attitude could not be controlled in this program. Outside experiences are intervening variables which cannot be totally eliminated from the child's attitudinal framework.

b. Part II Columbus Center (Continued)

4. Father

The drop in attitude, although not significant, is explained by the fact that several children in the population used expressed more negative feelings concerning parental separation on the second testing. Although it is not shown on the graph, this seems to strongly indicate a more realistic appraisal of the family milieu and a decrease in self-deception by the children.

5. Learning & Studying

Both these concepts dropped significantly in the second testing. The feelings reflected here seem to be projections of attitudes carried over from the regular school year. They remain positive but were low in both testings.

6. College

No significant attitudinal change is evident. As such, the children project a stable, positive attitude towards higher education.

7. Museums

As in the above item, this test reflects a stable, positive attitude toward forms of enrichment, be they educational or cultural in nature.

c. Part I Osgood Center

1. I am

In both the first and second administration of the test, the concept "I am" scored high. At a glance, the first score would seem inconsistent when compared with the educational performance and social experiences of individual youngsters during the regular school year. Generally, the underachiever, the repeater, and the emotionally handicapped youngster lacks confidence in his abilities which necessarily affects his self-image to some degree. With this in mind, it is felt that many of the respondents were "test-conscious" and responded in a manner in which they felt their teachers would like them to. Others perhaps were inclined to project an image of themselves based on fantasy rather than fact. The 2.90 point increase in the second administration at the Osgood, however, is certainly consistent with the objectives of the program, namely, attitudinal change through increased personal relationship with the students.

2. Principal is

The respondents at the Osgood gave initial better than average positive reaction to the principal. This score was improved on in the second testing due mainly to the accesibility, visibility, and rapport established between Principal (Coordinator) and student.

3. Reading is

The evaluation of reading increased .70 at the Osgood School. This was a result of the remedial reading program and the efforts of the classroom teachers. Some of the children lost their fear of reading and developed a more positive attitude toward the subject.

4. School is

The responses to the concepts "school is" in the second administration of the Osgood Semantic increased by 1.98 points at the Osgood School. This would be expected in view of the objectives of the program and the means by which these objectives were accomplished. In the preliminary test the students apparently measured school in terms of the structured school system whereas RISE, this year, gave some freedom and emphasis to field trips. Informality was the key and the ratio of teacher to pupil in the academic area provided ideal situations to limit the pattern of "regular school" to a minimum.

d. Part II Osgood Center

1. Mother-Father

An analysis of the responses to the concepts "mother is" and "father is" revealed mother more as a helping, protective person as opposed to father who was perceived as the breadwinner of the family. Ninety percent (90%) of the respondents considered father as the member who "worked all day", "brought home money", etc. Mother, on the other hand, was perceived as the one who "took care of you when you're sick", "fed and clothed you", etc.

2. Teachers

The highly positive reaction to teachers in the final administration of the test was the result of the increased individual attention the teacher was able to give each youngster. The reduced teacher-pupil ratio allowed the teacher to achieve this attitudinal change. The conception of the teacher changed from disciplinarian to helper. In the second administration sixty percent (60%) of the responses considered the teacher as "the person who helps me."

3. Policeman

A discussion of a policeman by the teacher perhaps broadened the youngster's perspective of the policeman in general and his role in the community. Whereas the majority of respondents in the first administration thought of policeman merely as "catching robbers", "keeping banks safe", etc., the responses in the final test focused increasingly on the "helping" role.

4. Learning

At the Osgood school, the conception of learning rose in the eyes of the respondents. This was because learning was made a fun process for the children and nearly all of the drudgery was taken out of the process. Also, the children were allowed to pursue areas of study which interested them, and this, of course, made learning all the more exciting.

5. Studying

The majority of respondents did not correlate studying with learning. Whereas learning was perceived as good, necessary and sometimes fun, studying on the other hand was considered as something you had to do over and above the school day. In summary, studying was not perceived as part of the learning process but instead correlated with homework. At the Osgood school the scores on the second tests were over twice as high as the initial test. This seems to demonstrate that "studying" was not as "bad" as originally perceived.

6. College

Classroom discussion on the role of college in the community presented no significant factor. Attitude toward college showed only slight improvement over the first test. It is probably a fact that college is too far removed from their present environment to cause much interest or a favorable or unfavorable attitude.

7. Museums

The responses in the second administration were more varied and imaginative than when administered during the first week. Obviously, the museum tour left a lasting impression.

Secondary Level

a. Part I

The final test results showed a considerable increase in positive attitudes, in comparison with the initial test. The greatest improvement was in the evaluation of the principal. The concept of school showed a very significant improvement, also.

1. I am

The scores in the first administration showed the self-concept to be high which is not consistent with the self-image of most disadvantaged children. Since many have been in the program for two years or more they have previously improved their self-image. In the final test the students retained their highly positive self-concept because of the small group activities and learning situations and an excellent course in drama in which individual development and self-expression reinforced their sense of self-worth. The results were an improvement of .90 toward a more positive image.

2. The Principal

In the first administration of the test the respondents' concept of the principal showed a limited degree of acceptance, and the score was the second lowest in Part I. Many of the responses indicated the students' feelings toward the principal in the

Secondary Level

a. Part I(Continued)

traditional school situation, a person of high authority and mainly a disciplinarian. The final test showed a remarkable change toward positive acceptance and appreciation of the principal, for now the program coordinator was considered as the principal. During the Operation RISE Program, the respondents gained a new insight into the role of the principal, or coordinator, whom they had grown to respect and accept.

2. The daily contact with all the students in academic and social situations, brought the coordinator closer to the children, as a friendly, but firm leader. They responded favorably and their new impression of this authoritarian figure caused scores to rise positively 12.72 points in the final test.

3. Reading

   There was a significant change in the evaluation of reading in the second test amounting to a rise of 2.08 points. With emphasis on reading in many content subject courses, especially in English and History and meaningful visits to school and public libraries, as well as formal remedial reading classes, the children developed a more positive attitude toward this subject, and the results were evident in the final test.

4. School

Highly positive attitudes toward school could be seen in the results of the final test and it was a sharp contrast to the beginning score, which was the lowest of all the concepts in this part. Since many of the respondents came to this program with negative attitudes toward school, an essential objective was to present school as an enjoyable, social, and profitable experience. In this respect, a great deal of success was realized, for the final score showed a significant rise of 6.63 points, second only to the improvement seen in the evaluation of the principal.

b. Part II

In comparison with the results of the initial test administration, the final one showed impressive increase in positive attitudes toward all concepts, especially mother and studying. Studying rated the lowest score and learning the second lowest score in the first administration of Part II. In the final test both showed a rise in positive attitudes, and the concept of studying reflected an unusually high improvement.

1. Mother

In the first and final administrations the score for mother exceeded all the other concepts. This concept showed the greatest improvement in the test

b. **Part II (Continued)**

at the end of the program. The gain was 1. toward the positive. In both situations the children indicated a natural appreciation of, and affection for, their mother, and rated them very highly.

2. **Teacher**

The rating of the teacher rose .75 points in positive attitudes administration of the test. In the first test, many respondents indicated negative feelings toward the teacher, as strictly an authoritarian figure. In the final test, there was a significant change. Respondents reflected the new image of the teacher which had been created in the program, where students met in small groups with ideal teacher-pupil ratio. Teachers became friends and helpers interested in each individual's personal strengths and weaknesses, as they motivated students to explore new areas of learning and culture. Successfully realizing one of the main objectives of the program, the teachers brought about great attitudinal changes in the students, which were evident in the final tests.

3. **Policeman**

Many of the respondents indicated negative attitudes towards the policeman and the scores were low in the initial test. Few understood, or appreciated the role of the policeman in the community. However, during the program, through class discussions of current events based on the daily reading of the newspaper, the importance of the policeman as a peace officer was emphasized. A rise in positive attitudes amounting to .67 points, was indicated in the final test.

4. **Father**

The score for this concept was comparatively high in the first test and it remained so in the final test, showing a rise of .78 points. Many respondents were generally positive in their feelings for their fathers, and some from foster homes gave very favorable descriptions of their "fathers". Since parents were constantly invited to activities in the program, the students began to associate them with this team of teachers whom they were learning to appreciate. It is assumed that participation in the program, served to strengthen the positive feelings for parents in the home situation. This seemed to be reflected in the final test.

5. **Learning**

In the first test learning, like studying was rated very low, and just as the studying score rose, so learning improved toward the positive, with an increase of .68 points. The informal structure of the academic courses in Operation RISE brought

b. Part II (Continued)

about the realization that learning can be exciting and challenging. Since students were generally free to choose their own courses, they were involved with subject matter that appealed to them and related field trips stimulated motivation. The change of attitude was obvious in the final test.

6. Studying

Respondents answers indicated that studying was interpreted to mean school assignments, and in the first test, it was clear that the children were negative in their attitudes toward this type of studying. The rating of this concept was the lowest and most negative in the test. At the end of the program of interesting and meaningful activities, including independent and group study, the respondents became more positive in their concept of studying. It was no longer the "boring" procedure experienced in the traditional school situation. This leaning toward a more positive attitude was shown in a rise of .93 points, but studying consistently remained at the most negative end of the scale in Part II.

7. College

In the first administration of the test respondents showed negative attitudes towards college and a limited understanding of the purpose of higher education. During the program, contact with teacher-

b. Part 2 (Continued)

aides who were students from various colleges, resulted in a more realistic understanding of college life. These experiences brought about a more positive increase of .68 points, on the scale for the concept of college.

8. The Museums

The score of responses to the concept of museums was higher in the final test than in the initial administration. There was a rise of .48 points. It would appear that the many field trips to various museums and the teachers' anticipation and interpretation of these cultural activities, influenced the more positive reactions found in the final test.

D. GENERAL ANALYSIS

1. Secondary Level

Since the attitudes of the students, observed in directed interviews, proved to be consistent with those shown on the Osgood Semantic Differential Tests, (Part I) and the Gilmore Sentence Completion Tests, (Part II), it was decided that these tests would serve as instruments of measurement of attitudinal changes in this program. In the first test administrations, students seemed to be brief in their responses, and in the completion of statements. This may have been due to their cultural and academic limitations. After having enjoyed the enlightening and enriching experiences offered in the Operation RISE, they seem to have emerged better informed about, and more appreciative of the concepts presented in the tests. Their responses were definitely more positive in the final tests.

2. Elementary Level- Part I

Attitude changes here are not consistent i.e. when comparing school with reading and principal. In testing, it was found that increased comprehension of the ranking concept on the second trial resulted in a decreased tendency to respond in extremes (as in the first trial). Consequently, although the second testing may indicate a more realistic appraisal of the variables, the numerical averages, of necissity, are lower. In conclusion, this inconsistency

2. Elementary Level - Part I (continued)

attests to the belief that these results are not valid indicators of attitudinal change.

Elementary Level - Part II

In reviewing the responses given, it appears that most attitudes remained stable and positive. In the testing, it was found that the children did, however, have difficulty in expressing themselves on paper. Consequently, answers tended to be monolithic. The children's attitude to the test itself was very immature and taken with little enthusiasm, especially the second time. Finally, the time interval between first and second testing is not long enough to significantly effect a change in those attitudes which have been so strongly socialized into the children previous to the onset of this program.

VIII INDIVIDUAL RECORDS

A. Progress Records

Progress reports for each student were handed in by the teachers at the end of each week. Each one had a place for observation, objective, and remarks. Besides these, a master sheet for all notations on the progress of all those who attended was kept. In addition, an individual progress sheet on everyone was duplicated at the end of the program.

At the outset of the program, guidance counselors and principals were contacted to send their estimate of the strengths and weaknesses of the individuals. All data was kept in folders to which all personnel had access. Guidance and social workers pointed up the data which was necessary for effective programming. All debilities were noted, and there were attempts to improve and to attack the problems in novel ways.

The observation and judgment of professional teachers were included on these reports which added to their effectiveness. These charts were worked on throughout the program and gave a complete delineation of each pupil's progress.

B. Folders

All of the data collected appeared in the folders. One copy of the composite progress of each child has been made to be sent to his respective school. Included in the folders were:

Social worker's comments,

Registration acceptance slip,

Registration form,

Nurses' report,

A.A.U. Physical Fitness Test,

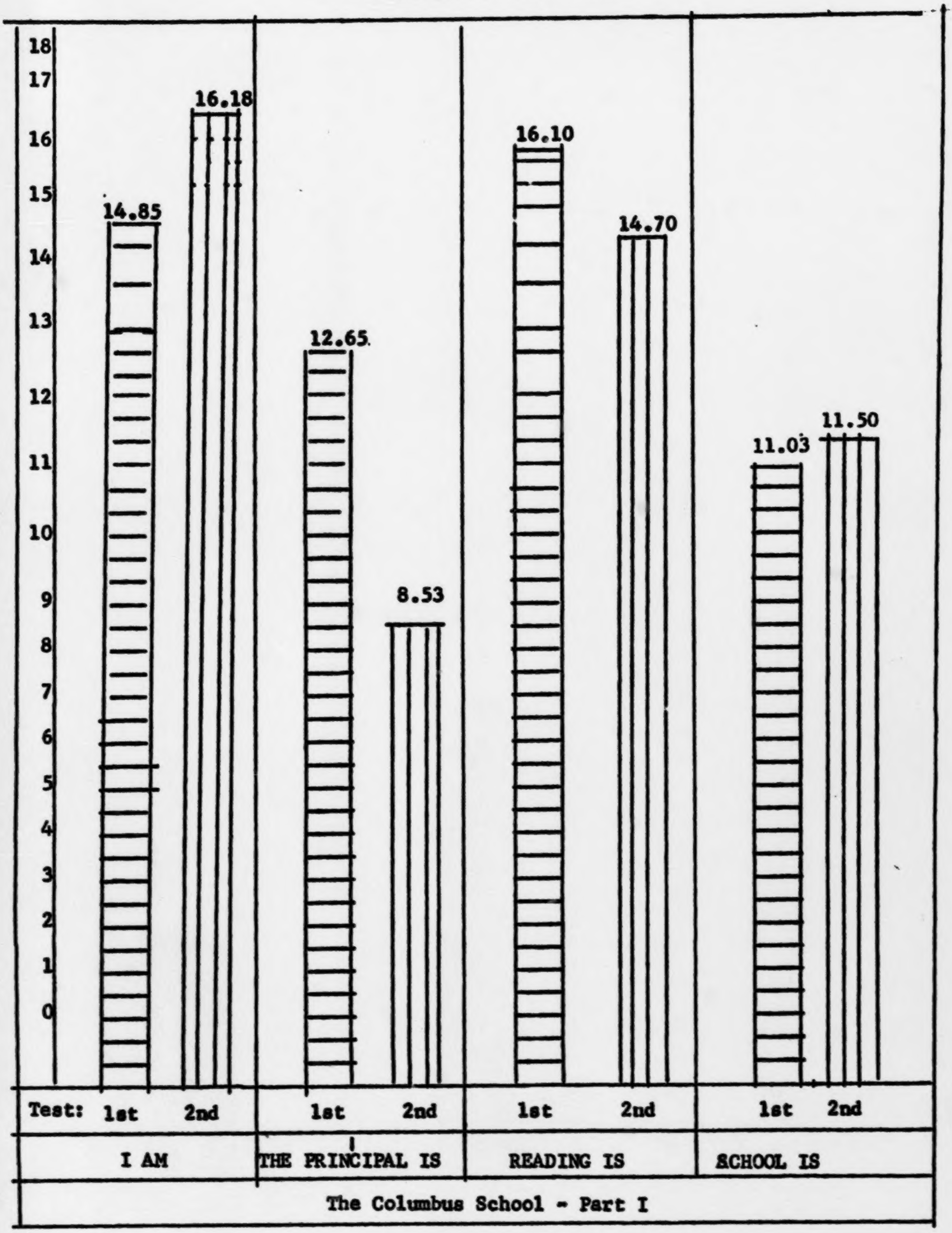
Teacher's weekly evaluation,

Attitudinal questionnaire, Part I and Part II.

Case Studies and test results were included in the folders of children given special attention, as well as outstanding or pertinent class work.

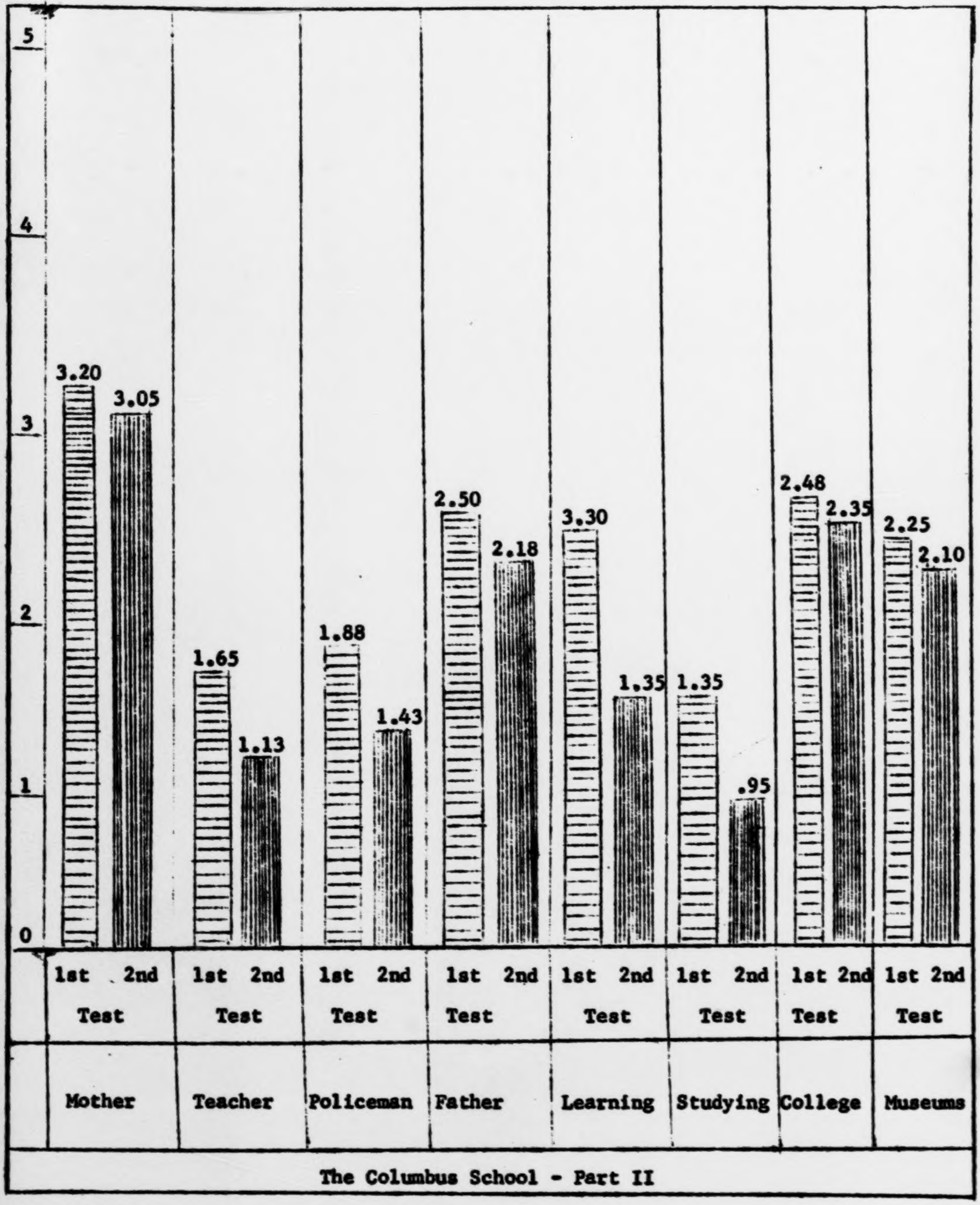
These folders will be kept on file for three years and will be available on request for interested teachers, guidance counselors and principals

Attitudinal Changes in Participants of Operation RISE - 1969



Attitudinal Changes in Participants

Of Operation RISE - 1969



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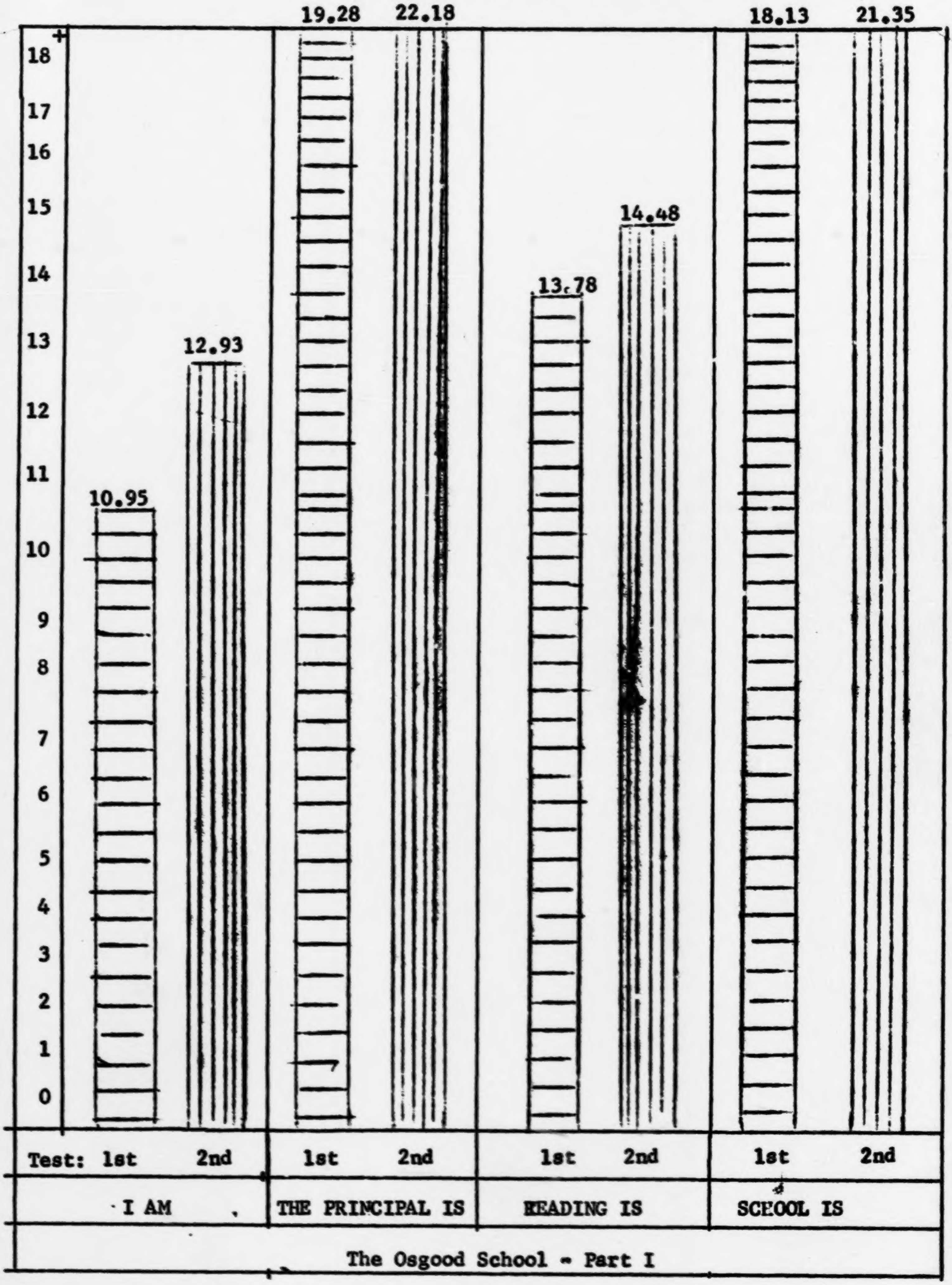
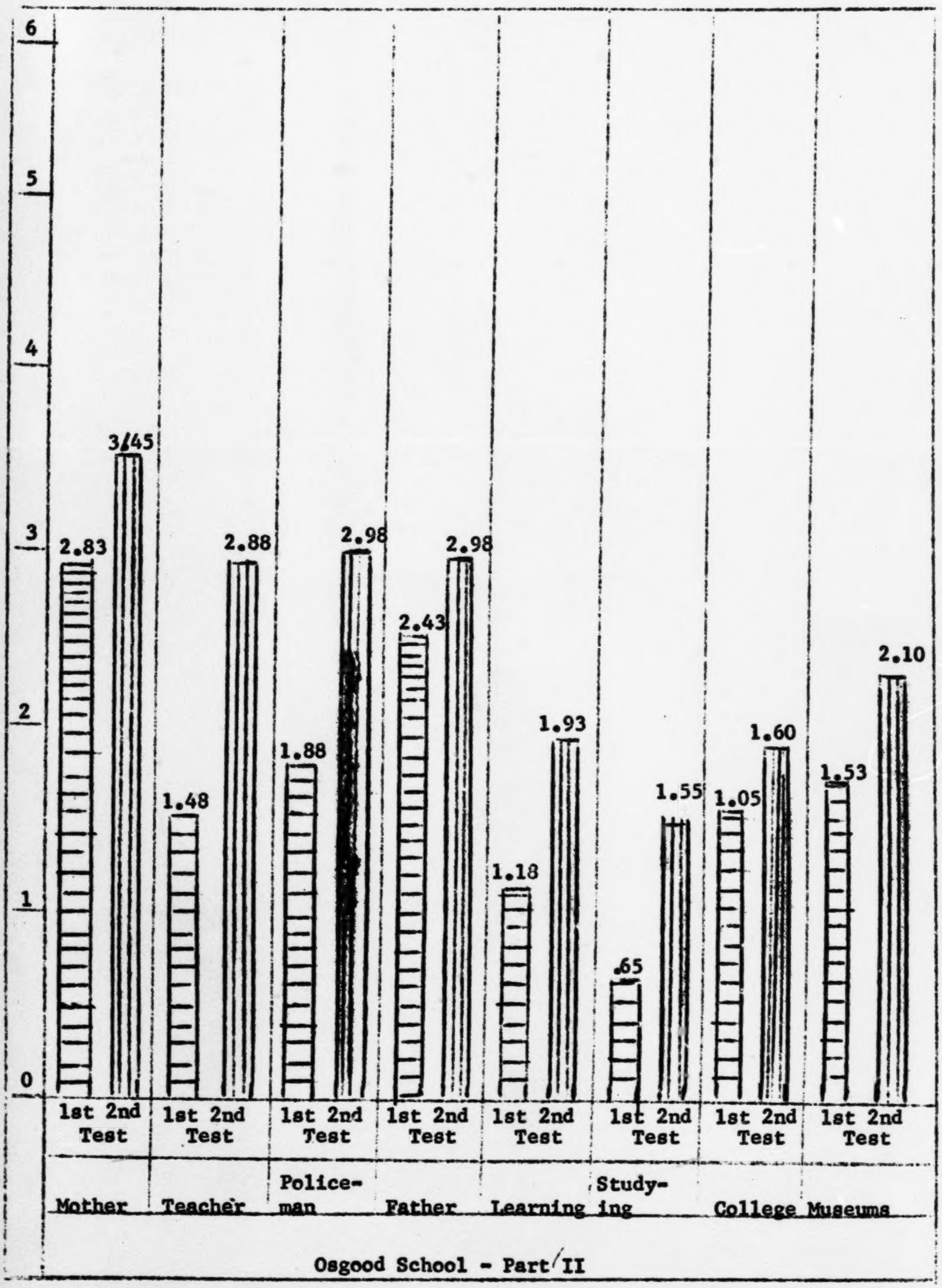


Attitudinal Changes In Participants
Of Operation RISE - 1969



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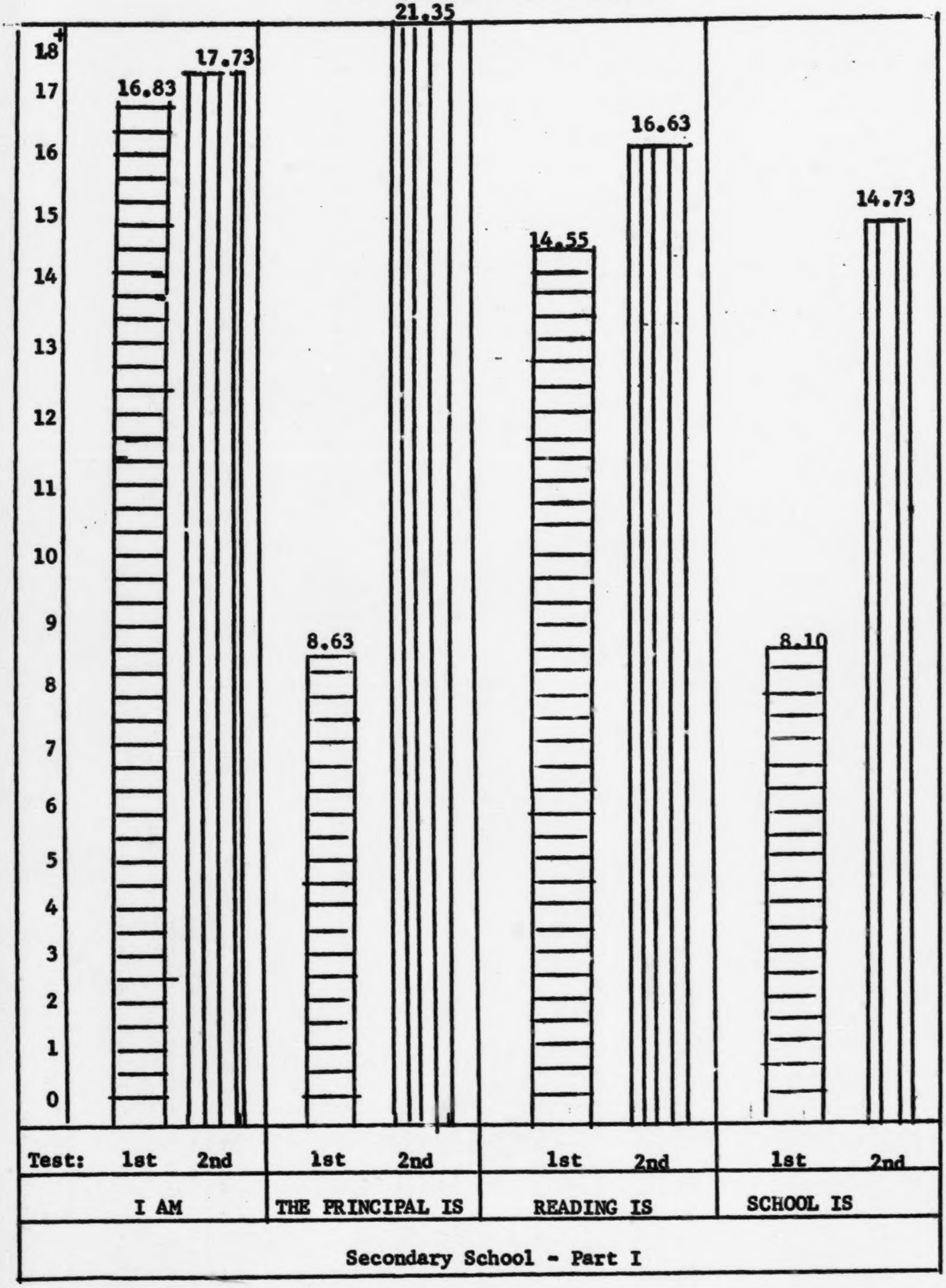

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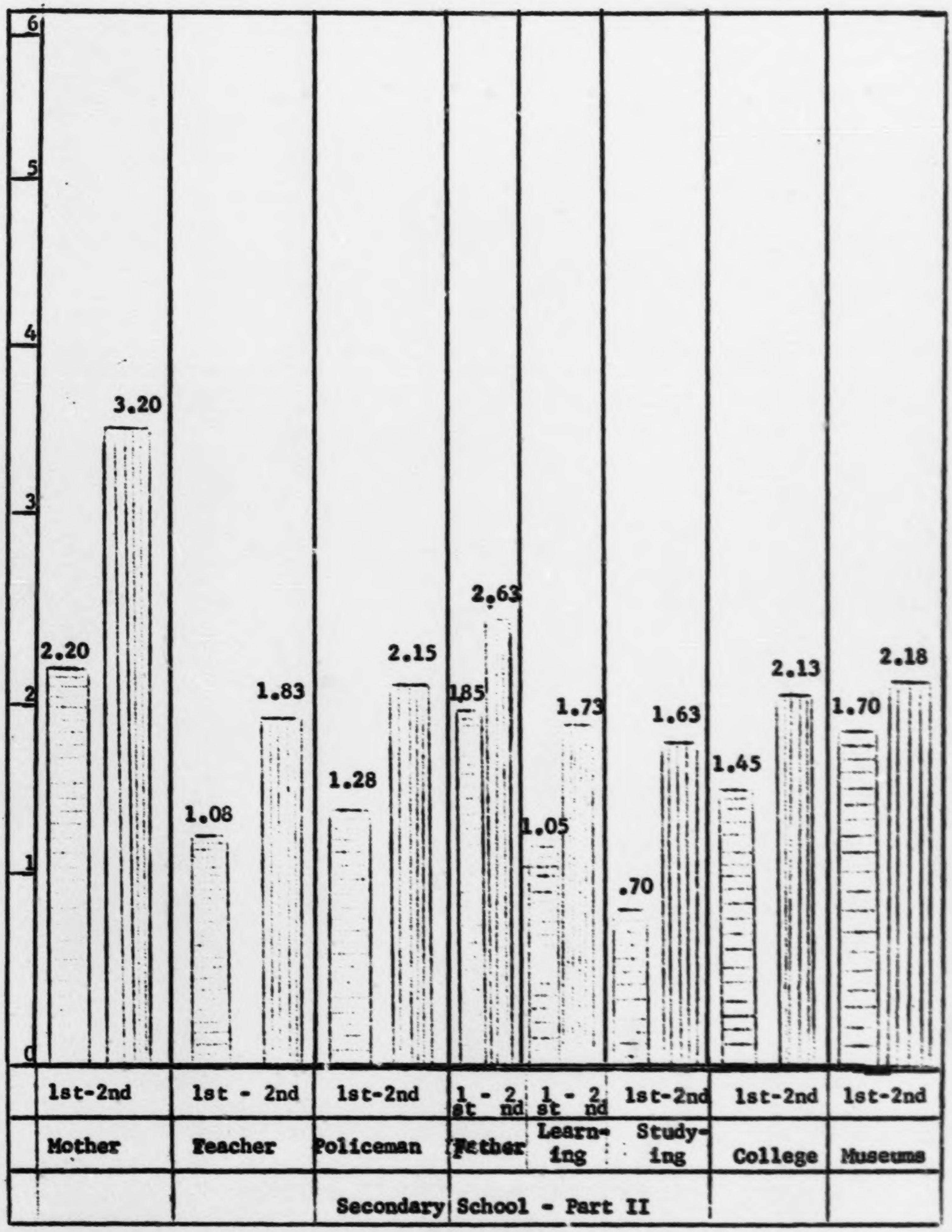

Special Education

The Special Class was composed of 13 educable, retarded children of various chronological and mental age abilities. A program of instruction and recreation was planned to fit the needs and abilities of each child.

Each child received individual instruction in the academic subjects at his level. The following is a sampling of some of the areas of academic work which were covered.

In Arithmetic, one child was learning to count objects up to 20, while some of the other children were being taught addition and subtraction facts. One girl had already mastered the multiplication facts and was given instruction in short division facts. The children were also provided with activities dealing with Time, Money, and Measurement.

In Handwriting, some of the children were given practice in printing, while others were now capable of learning cursive writing.

Language work concerned itself with the building of the speaking vocabulary, listening vocabulary, and writing vocabulary. Activities included informal discussions on behavior in the class, lunch room and on Field Trips, discussions of news events such as Apollo 11 Moon Shot, and discussions of some stories which had been read. The children also wrote short reports about the Field Trips, Friendly Letters, and Thank-You Notes. Thus the children were given the opportunity to develop their ability to express their ideas clearly and intelligently.

Each day the children participated in a variety of singing and dancing activities. The sang Folk Songs and Patriotic Songs. A few Folk Dances and Square Dancing were taught to the Children. These activities attempted to develop in them a sense of enjoyment and appreciation of good music.

Special Education (Continued)

The most unique part of the program is that is provided the children with opportunities for wider experiences with normal children. The class was divided into groups. These groups would participate in Physical Education, Arts and Crafts, and Field Trips with either Grades 2, 3, 5, or 6. This integration with normal children was the most enjoyable and rewarding part of the program for the children. It helped to develop their self confidence and to assist them in getting along with peer groups. They learned to work together cooperatively with other individuals and in groups.

APPENDIX A

Nomination Form

Acceptance Letter

Field Trip and Emergency Telephone Slip

Registration Blanks

A. A. U. Physical Fitness Charts

Progress Record Charts

Follow-up Form

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TO: Parents of pupils nominated for Operation RISE

FROM: Mr. Richard D. Fusco, Project Director, Operation RISE

Your child has been nominated by his, or her, teachers for participation in Operation RISE. This is a free program beginning on June 30 and extending 5 days a week through August 8. The hours each day are from 8:00 a.m. to 1:00 p.m. It includes supervised recreation, field trips to places of historical, cultural, and general interest; and informal education together with small group tutoring.

There is no charge for activities or transportation, and daily lunches are free. This program is subsidized by federal funds.

Children often look upon school as dull and uninteresting, but in Operation RISE, there is an opportunity for them to find it exciting and rewarding.

If you wish to have your child register in this program, kindly complete and sign the tear-off below, and have it returned to the Superintendent's Office at the high school. Failure to do so immediately will result in the child's name being dropped from our nomination lists.

Please circle one of the following:

plan
I to register my child in Operation RISE.
or do not plan

Child's name ______________________________
(last) (first)

Address ______________________________

Telephone ______________________________

School NOW Attending ______________________________

Grade (Promoted to) ______________________________

Parent's signature ______________________________

MEDFORD PUBLIC SCHOOLS
Medford, Massachusetts
Special Projects Office

June 20, 1969

Dear Parent:

Your child (children), ______________________ has been selected to participate in the summer program of the Operation RISE Project.

Registration will take place on Monday, June 30, 1969 at the Medford High School Cafeteria.

Time: _____________ A.M.

Enclosed you will find a field trip permission and emergency telephone slip, and a registration form which MUST BE COMPLETED PRIOR TO REGISTRATION. Please bring ALL COMPLETED FORMS WITH YOU at time of registration.

Please accompany your child (children) for registration.

If you wish to have your child participate in the summer program, please notify this office, on or before Thursday, June 26, 1969. (Telephone No. 395-1716)

Sincerely yours,

Richard D. Fusco
Project Director
Operation RISE

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS
SPECIAL PROJECTS OFFICE

Field Trip Permission Slip

June 20, 1969

My child (children),______________________________, have my permission to attend the recreational activities and field work experiences involved in the Operation RISE Project beginning June 30, 1969, and running through August 6, 1969.

These may include such activities as attending field trips by bus both in the greater Boston area and other directions in remote areas from Medford; engaging in sports such as swimming, baseball, tennis, and other athletic activities; attending concerts, sporting events, and other cultural interests.

Check One

Elementary (Gr. 1-6)____
Parent's Signature________________________Secondary (Gr. 6-12)____

Emergency Telephone Slip

June 20, 1969

In case of any emergency during the school day, I may be reached at the following telephone number ______________.

Check One

Elementary (Gr. 1-6)____
Parent's Signature________________________Secondary (Gr. 6-12)____

OPERATION RISE - REGISTRATION FORM

PUPIL'S NAME:______________________ ADDRESS:______________________

Telephone #: __________ Sex:________ Age: _______ Date of Birth________

Last Grade COMPLETED:______________ School:______________________

Has he or she ever repeated a grade? Yes __________ No__________

Father's Name:______________________ Address:______________________

Father's Occupation:______________ Living: _________ Deceased________

Mother's Name:______________________ Living: _________ Deceased________

Mother's Occupation:______________ Address:______________________

Pupil's Brother's:

NAME	AGE	GRADE	OCCUPATION	Enrolled in Operation RISE YES	NO

Pupil's Sister's

Physical Information

Does your child:

a. Wear Glasses______________________
b. Have a hearing problem______________________
c. Have a speech problem ______________________
d. Have any other physical problems____________

EXPLAIN: ____

Would any of the above physical restrictions hamper your child's full participation in our recreation, field trips or educational problems?

yes________No__________

EXPLAIN: ____

REGISTRATION FORM (con't)

Do you recommend special attention for your child because of physical problems?
Explain: ______________________________
____
____

Child's Previous Experiences; TRAVEL:

a. In Massachusetts______________________________

b. To other states LIST:

1. ____________ 2.____________3.____________

c. To other Countries LIST:

1. ____________ 2.____________3.____________

Cultural Experiences

Has your child visited or attended:

Museums______________
Zoozs ______________
Art Galaries or Exhibits________
Concerts ______________
Government centers____________
Sporting Events ____________
Historical Sites ____________
Vacation Spots ____________
Others--______________________________

List any special interest that your child has:______________
____

What would you hope that your child could gain in Operation RISE?
____
____

In what school subjects would you like to have your child receive special attention?
1.____________ 2.____________3.____________

A considerable part of the emphasis in our program is to have the parents participate as much as possible in our field trip activities. On what days would you be available to participate in our program?

____________ ____________ ____________

STANDARDS FOR A. A. U. PHYSICAL FITNESS TESTS

Events numbered 1 to 5 are required. Select one additional from numbers 6,7,8, 9.

SIX EVENTS ARE REQUIRED TO OBTAIN A CERTIFICATE

BOYS

REQUIRED EVENTS	Age group 6-7 yrs.	Age group 8-9 yrs.	Age group 10-11 yrs.	Age group 12-13 yrs	Age group 14-15 yrs	Age group 16-18 yrs
SPRINTS	40 yds. 9 sec.	40 yds. 8 sec.	50 yds. 8 sec.	60 yds 9 sec.	100 yds 14 sec.	100 yds 12 sec.
WALK AND RUN	¼ mile 5 min.	½ mile 8 min.	3/4 Mile 10 min.	1 mile 11 min.	1½ Miles 18 min.	1½ Miles 15 min.
SIT-UPS	8 times	12 times	16 times	20 times	25 times	30 times
PULL-UPS	Modified 3 times	Modified 7 times	Regular 3 times	Regular 5 times	Regular 6 times	Regular 7 times
STANDING BROAD JUMP	3 feet	4 feet	5 feet	5 feet 6 inches	6 feet	7 feet

CHOOSE ANY ONE OF THESE EVENTS

PUSH-UPS	Modified 5 times	Modified 8 times	Modified 13 times	Regular 10 times	Regualr 12 times	Regular 15 times
BASEBALL THROW 12in. circumference Official Ball	35 feet	65 feet	85 feet	100 feet	125 feet	150 feet
CONTINUOUS HIKE FOR DISTANCE	1 miles	2 miles	3 miles	4 miles	5 miles	6 miles
RUNNING HIGH JUMP	1 foot 6 inches	2 feet 3 in.	2 feet 9 in.	3 feet 3 in.	3 feet 9 in.	4 feet

GIRLS

REQUIRED EVENTS	Age group 6-7 yrs.	Age group 8-9 yrs.	Age group 10-11 yrs	Age group 12-13yrs.	Age group 14-15 yrs.	Age group 16-18 yrs
SPRINTS	40 yds. 9 sec.	40 yds 8 sec.	50 yds. 9 sec.	60 yds. 10 sec.	100 yds. 17 sec.	100 yds 16 sec.
WALK AND RUN	¼ mile 5 min.	½ mile 8 min.	3/4 mile 11 min.	1 mile 13 min.	1½ miles 19 min.	1½ miles 17 min.
SIT-UPS	8 times	12 times	14 times	16 times	18 times	20 times
PULL-UPS	Modified 3 times	Modified 7 times	Modified 8 times	Modified 9 times	Modified 10 times	Modified 12 times
STANDING BROAD JUMP	3 feet	4 feet	4 feet 6 inches	5 feet	5 feet 6 inches	6 feet

CHOOSE ANY ONE OF THESE EVENTS

PUSH-UPS	Modified 4 times	Modified 7 times	Modified 9 times	Modified 10 times	Modified 12 times	Modified 14 times
BASEBALL THROW (12 in. circumference Off. Ball	20 feet	30 feet	40 feet	50 feet	75 feet	100 feet
CONTINUOUS HIKE FOR DISTANCE	1 Mile	2 Mile	3 Mile	4 Mile	5 Mile	6 Mile
RUNNING HIGH JUMP	1 foot 6 in.	2 ft. 3 in.	2 ft. 6 in.	2 ft. 9 in.	3 feet	3 ft. 3 in.

PROGRESS REPORT - OPERATION RISE

Student's Name ____________ School ____________ Grade ____________ Teacher ____________

Observation, Initial	1st wk.	2nd wk.	3rd. wk.	4th wk.	5th wk.	6th wk.	Final Observation
Teacher Rating A. READING							
B. ARITHMETIC							
C. SOCIAL ADJUSTMENT							
EMOTIONAL ADJUSTMENT A. GUIDANCE							
B. TEACHER							
RECREATIONAL Physical AAU TEST							
CULTURAL ENRICHMENT Field Trip Guide							
Other Professional STAFF SPECIALIST							KEY TO USE 1. -----Excellent
SPECIALIST							2. -----Good 3. -----Fair 4. -----Poor 5. -----Not Any

FOLLOW-UP STUDY ON "OPERATION RISE" PUPILS

School:____________________ Date:____________________

Pupil's Name	Pupil's Grade	Obedience	Co-Operation	Courtesy	Respect For Property	Application	Attendance	ACHIEVEMENT									
								Read. & Lit.	English	Spelling	Handwriting	Arithmetic	History	Geography	Science	Drawing	Music

APPENDIX B

Memo To Principals and School Guidance Counselors

Staff Acceptance Letter

Staff Meeting Letter

Classroom Material Letter

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

MEMO

TO: All School Principals and School Guidance Counselors

FROM: Mr. Richard D. Fusco, Project Director, Operation RISE

DATE: May 7, 1969

It is vitally important that the children of Medford take advantage of all the educational opportunities offered to them. Unfortunately, our children often look upon school and education as dull and uninteresting - and because of this, they do not take full advantage of these opportunities. This summer, the City of Medford has available, the facilities to give these children a very exciting educational program.

Beginning on June 30th and extending 5 days a week through August 8th, we are offering a special summer program of supervised recreation, field trips to places of historical, cultural and general interest, and informal education. Everything is free, including lunches. Because of limited funds and other regulations, not all children can be accepted. Priority of acceptance will be based on our determination of those children who we think would most benefit from such a program.

Essentially, 200 secondary school pupils, and 400 elementary school pupils will be chosen from grades 1 through 12 of the Medford public and parochial schools. These pupils will be selected in the ratio of approximately four public school youngsters to every one from parochial school - approximating a total of 150 public to 50 parochial school children. Once selected, the children will participate equally, and without discrimination in each and every offering made available to them during the six week period of operations.

It would be most helpful to us, if you would kindly list the names, addresses, and telephone numbers of those persons who you feel would most benefit from the above mentioned program. Kindly submit your list to my office on or before Wednesday, May 28, 1969.

Please give each teacher one of the enclosed forms to fill out. This will aid the staff in the selection of the most needy children.

Your cooperation on the above matter is very much appreciated.

Thank you.

Richard D. Fusco
Project Director

Enclosures
jal

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

May 16, 1969

Dear

I am happy to inform you that you have been selected for the position of ____________________________ at a salary of $ for Operation RISE being conducted by the Medford Public Schools this summer.

The project begins on Monday, June 30, 1969, and runs through Friday, August 8, 1969. We feel that this program offers a unique opportunity for all of those involved, staff and students alike, to explore new areas of knowledge and cultural experience which can both enhance the students' educational process and that of the members of the staff.

If for any reason you are unable to accept this position, please notify me no later than Thursday, May 29, 1969.

All appointments are subject to School Committee approval.

Sincerely,

Richard D. Fusco
Project Director
Operation RISE

jal

MEDFORD PUBLIC SCHOOLS
Medford, Massachusetts
Operation RISE

MEMO

TO: Staff Members

FROM: Elementary Coordinator

DATE: June 23, 1969

RE: Staff Meeting

There will be a meeting of classroom teachers, tour guides, and specialists, for purposes of orientation, on Thursday, June 26 at 4 o'clock. The place will be Medford High School, room 113 (first floor opposite the guidance offices).

Yours truly,

John A. Spina
Elementary Coordinator

MEDFORD PUBLIC SCHOOLS
Medford, Massachusetts
Operation RISE

MEMO

TO: Teaching Staff

FROM: Elementary Coordinator

DATE: June 4, 1969

RE: Classroom Materials.

At present I am in the process of ordering materials for our use in Operation RISE. If there are special materials which you would like to use, please let me know, and I will try to get them for you.

Since time is such an important factor in ordering, I would appreciate it if you make your desires known as soon as possible. Please send any requests to me in care of the Operation RISE Office, Medford High School.

May I take this opportunity to welcome you to our staff. Shortly we will have our first meeting. The time and place will be announced later.

Yours truly,

John A. Spina
Elementary Coordinator